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ABSTRACT

Violence pervades schools across the nation, disrupting school functioning and preventing students and teachers from learning and teaching. The most effective crisis management and response strategies are designed by a school team that includes administrators, faculty and staff, students, parents, bus drivers and other support staff, as well as representatives from the school district office, law enforcement, and health services. Effective policies work with the media, assist victims, and enforce discipline. Suspension and, in extreme cases, expulsion, but not corporal punishment, may be components of such a strategy. Schools may also implement alternatives such as giving students service assignments on the school grounds or placing them in alternative educational programs. In promoting campus safety and a positive school climate, principals play a critical role. In addition to walking the halls and school grounds regularly, principals who have succeeded in creating peaceful schools out of previously violence-ridden campuses make themselves available to teachers, students, and parents and show a genuine interest in their students' lives and potential; they also emphasize prevention and nonviolent conflict resolution. In implementing a strategy, schools need the expertise of law enforcement and social service agencies, and they must involve parents and the community to reinforce lessons. The roots of violence lie in a great number of social ills, including the prevalence of weapons, prejudice, gangs, drugs, the cycle of disadvantage, media imagery, and moral decay. A glossary, a resource guide, and several appendices outlining response strategies for students, teachers, and administrators are included. Throughout the document, a series of "dynamite ideas" are highlighted in sidebars set off from the main text. (TEJ)

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HOT TOPICS: USABLE RESEARCH

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REDUCING SCHOOL VIOLENCE IN FLORIDA

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HOT TOPICS:

USABLE RESEARCH

REDUCING SCHOOL VIOLENCE IN FLORIDA

By Stephanie Kadel
and Joseph Follman
February 1993

SERVE
SouthEastern Regional Vision for Education

Affiliated with the
Florida Department of Education
and the
School of Education
University of North Carolina at Greensboro

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ABOUT SERVE AND THE *HOT TOPICS* SERIES . . .

SERVE, the SouthEastern Regional Vision for Education, is a coalition of educators, business leaders, governors, and policymakers seeking comprehensive and lasting improvement in education in Alabama, Florida, Georgia, Mississippi, North Carolina, and South Carolina. The name of the laboratory reflects a commitment to creating a shared vision for the future of education in the Southeast.

The mission of **SERVE** is to provide leadership, support, and research to assist state and local efforts in improving educational outcomes, especially for at-risk and rural students.

Laboratory goals are to

- address critical issues in the region,
- work as a catalyst for positive change,
- serve as a broker of exemplary research and practice, and
- become an invaluable source of information for individuals working to promote systemic educational improvement.

In order to focus the work of the laboratory and maximize its impact, **SERVE** emphasizes one of the national goals established by the President and National Governors' Association each year. A special three-year project, SERVEing Young Children, will focus on ensuring that all children are ready to begin school.

SERVE offers a series of publications entitled ***Hot Topics: Usable Research***. These research-based publications focus on issues of present relevance and importance in education in the region and are practical guidebooks for educators. Each is developed with input from experts in the field, is focused on a well-defined subject, and offers useful information, resources, descriptions of exemplary programs, and a list of contacts.

Several *Hot Topics* are developed by **SERVE** each year. The following *Hot Topics* are now either presently available or under development:

- Schools for the 21st Century: New Roles for Teachers and Principals
- Comprehensive School Improvement
- Problem-Centered Learning in Mathematics and Science
- Educating Substance-Exposed Children
- Interagency Collaboration: Improving the Delivery of Services to Children and Families
- Learning By Serving: Service Learning and Other School-Based Community Service Programs
- Using Technology to Improve Teaching and Learning

To request publications or to join the **SERVE** mailing list (everyone on the mailing list will receive announcements about laboratory publications), contact the **SERVE** office in Tallahassee (see next page).

Collaboration and networking are at the heart of **SERVE**'s mission, and the laboratory's structure is itself a model of collaboration. The laboratory has four offices in the region to better serve the needs of state and local education stakeholders. The contract management and research and development office is located at the School of Education, University of North Carolina at Greensboro. The laboratory's information office, affiliated with the Florida Department of Education, is located in Tallahassee. Field service offices are located in Atlanta, Greensboro, Tallahassee, and on the campus of Delta State University in Cleveland, Mississippi. Addresses are provided below.

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ABOUT THE PREVENTION CENTER . . .

The Florida Department of Education Prevention Center was created to assist schools and districts in providing comprehensive prevention programs for Florida's youth. The Center's mission is to promote healthy lifestyles among youth and assure that schools are safe environments for learning by providing leadership and service to educators and other helping professionals.

The Prevention Center administers

- Comprehensive Health Education,
- the Drug-free Schools Program,
- community service programs (Serve-America),
- the HIV/AIDS Education Program,
- the Tobacco Education Project,
- the Youth Traffic Safety Project,
- the Inner-City Initiative, and
- violence prevention initiatives.

Center activities include training, networking, technical assistance, information and clearinghouse service, leadership, and recognition of outstanding efforts to address the challenges facing Florida's youth.

Available publications include

- *Alternatives to Suspension*
- *Safe Schools, Safe Communities: Violence Crime Prevention in Florida's Schools*
- *Learning By Serving: A Guide to Service-Learning and Other Youth Community Service Programs*
- *Cocaine Babies: Florida's Substance-Exposed Children in the Classroom, and*
- *1991 Florida Youth Risk Behavior Survey Report*

Training and Audio-Visual Materials include:

- "Children of Triumph" (videotape on substance abuse)
- "Florida's Challenge: A Guide to Educating Substance-Exposed Children" (videotape and training package)
- ABC News Interactive videodisc on four subjects: tobacco; AIDS; drugs and substance abuse; and teenage sexuality.

For more information on Prevention Center activities, please call or write:

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INTRODUCTION

No school—whether small, large, elementary, middle, high, poor, rich, urban, rural, or suburban—is immune to violence. Crime and violence pervade schools across the nation. How bad is the problem?

- Nearly three million crimes occur on or near schools every year—16,000 per day—one every six seconds (Morganthau et al., 1992).
- Nationwide, between September 1986 and June 1990, at least 75 people were killed with guns at school, over 200 were severely wounded by guns, and at least 242 were held hostage at school by gun-wielding assailants (Gaustad, 1991).
- Homicide is the leading cause of death among African-American males aged 15 to 19 years and the second leading cause of death for all youth (Lawton, 1992).
- Approximately 97 percent of rape victims in a survey of "Who's Who Among High School Students" knew their attackers; only 31 percent of victims reported the rape to the police (Lacy, 1993).
- A 1991 survey of Florida students found that 24 percent had carried a weapon in the previous 30 days (Florida Department of Education, 1992).
- In a recent study, forty-three percent of inner-city youth age 7-19 said they had witnessed a homicide (Morganthau et al., 1992).
- Every school day, 160,000 students skip classes because they fear physical harm, and 6,250 teachers are physically attacked (*National Education Association*, 1993)
- Of 546 teenagers asked about violence they had seen at school, 83 percent had witnessed fighting, 16 percent had seen students assault teachers, 20 percent had seen a student pull a knife on someone, and 7 percent had witnessed someone being threatened with a gun (Peterson, 1992).
- A high school girl in Crosby, Texas, shot and killed a fellow student while in the lunch line after the student called her a name (Morganthau et al., 1992).

Knowing that violence in schools is merely a reflection of violence in our society is of little comfort to teachers and administrators. Acts of violence disrupt the normal functioning of a school, and fear of violence prevents students and teachers from concentrating on meaningful learning and teaching. Money that should be spent on instructional materials, staff development, and other educational necessities is spent on security. Forced to prepare for the worst, schools are taking measures to discourage violence on school grounds as well as in surrounding communities.

Reducing School Violence in Florida discusses a variety of practical options for dealing with violent situations in school and preventing further violence. This *Hot Topics* publication is designed to assist teachers, school principals, district administrators, resource officers, and others to respond to and prevent school violence. It also provides strategies for helping students learn to solve conflicts and personal frustrations through nonviolent means. Many of the options discussed here are most appropriate for middle, junior high, and high schools where the problem of student violence is more prevalent. However, elementary school administrators will also find useful information, such as how to improve the school climate, use conflict-resolution techniques, or deal with an intruder at the school.

While juvenile crimes of all sorts, including theft and vandalism, can be serious problems in schools, escalating violence appears to be the greatest and most immediate concern. Therefore, this publica-

tion focuses specifically on violence, although many of the strategies it presents may also help deter other crime and misbehavior in schools. *Reducing School Violence in Florida* is divided into four sections:

- **Section One—Crisis Management and Response**—offers strategies to help schools prepare for and cope with a violent incident or crisis. Topics include creating a crisis management plan; communicating with school staff, parents, and the media; aiding the recovery process of victims; using alternative discipline strategies; and tracking the incidence of school violence through a school reporting system.
- **Section Two—Strategies to Prevent School Violence**—focuses on practical suggestions for schools. Prevention and deterrence strategies for creating a safe school include improving the school climate, clarifying the principal's role in reducing violence, instituting activities and policies at the school level, making physical changes to the school building and grounds, revising the discipline code, increasing student involvement, and offering relevant staff development. Educational strategies to prevent violence are also discussed, including implementing character-building education and instruction in conflict-resolution. Section Two also offers ideas for working with law enforcement and other local agencies, policymakers, parents, and community residents to reduce school violence.
- **Section Three—Causes and Consequences of Student Violence**—identifies societal, familial, individual, and educational factors that contribute to school violence and examines the effects of violence in schools.
- **Section Four—Resources**—describes publications, organizations, and curricula which educators may find helpful in designing strategies to reduce and prevent violence in their schools. The Appendices include a sample incident reporting form, action plans for responding to a variety of violent situations, principal and teacher checklists for handling violent incidents, and a copy of recent legislation designed to help reduce school violence.

Throughout the publication, "Dynamite Ideas" highlight successful practices at work in schools and exemplify suggestions made in the text. Many schools and districts have found effective ways to reduce violence; *Reducing School Violence in Florida* describes a number of these programs and provides contact information to enable readers to find out more about them.

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SECTION I - CRISIS MANAGEMENT AND RESPONSE

1. **Creating a Crisis Management Plan**

   Responding to a Violent Incident

   Procedures for Stopping an Altercation

2. **Establishing Communication**

   Students

   Staff

   Parents

   Outside Resources

3. **Working with the Media**

4. **Aiding Victim Recovery**

5. **Reporting Violent Incidents**

6. **Enforcing the Conduct Code**

   Removing the Student
   - Out-of-School Suspension
   - In-School Suspension
   - Corporal Punishment
   - Expulsion

   Alternatives to Suspension
   - Work Assignments
   - Other Service Projects
   - Alternative Education Programs

SECTION I - *CRISIS MANAGEMENT AND RESPONSE*

How can a school prepare for and respond to a crisis? Violent incidents can range from a fight between two students to a major crisis such as a slaying by an armed intruder. While the latter crisis may seem a remote possibility to many administrators, such incidents can occur anywhere. Therefore, a school must be prepared for the worst. Schools that are prepared for major crises will also be better able to handle more common disruptions and other crises such as the suicide or accidental death of a student.

1. CREATING A CRISIS MANAGEMENT PLAN

Every school should design its own plan of action for a crisis. District administrators may want to supply principals with general suggestions for procedures, but plans must be tailored to a school's available staff, building design, and other factors. The most effective plans are designed by a team from the school—including teachers, administrators, students, counselors, bus drivers, and other staff, security personnel—as well as representatives from the school district office, law enforcement, and health services. Ciminillo (1980) recommends designating such a group as the "school safety committee" and asking them to be responsible not only for developing a crisis management plan but for recommending strategies to create a safer school environment.

A clear, well-organized plan may mean the difference between level-headed actions and solutions or danger and panic.

S. Greenbaum, B. Gonzalez, & N. Ackley,
Educated Public Relations: School Safety 101

In preparing for a violent incident, the school safety committee should identify all necessary tasks for handling the incident and assign staff members—and back-ups—to be responsible for each task. Such tasks may include the following:

- informing the district office,
- accompanying injured students to hospitals,
- maintaining order and calm on the campus,
- coordinating transportation,
- coordinating communication among the school, parents, and the media,
- identifying injured or killed students and adults, and
- notifying parents and spouses
  (*National School Safety Center [NSSC]*, 1990).

The committee should take into consideration all possible crises when deciding what tasks may need to be addressed. The principal will most likely assume authority in a crisis situation, but someone should be designated to fill this role in the principal's absence. All staff should be informed of this chain of authority (Ciminillo, 1980).

Once a crisis management plan is developed, school staff (all full- and part-time employees including bus drivers and substitute teachers) should be given training in the procedures and their responsibilities. Training in and practice of the crisis management plan are especially important because people can panic in an emergency. This training should include information on how to recognize and anticipate violent incidents and how to report an incident to the main office. Students should be taught crisis management and have an opportunity to practice emergency procedures. For example, schools can hold drills during which teachers secure all doors and windows and keep all students in the classroom (Speck, 1992). Any crisis management plan should be reviewed and updated periodically to train new staff and reflect changes in school, district, law enforcement, and media procedures. A list of who is responsible for what during a crisis and important telephone numbers should be posted in the school office and given to staff. A copy of this list should also be sent to the district office.

The guidelines for responding to a violent incident (Table 1) have been compiled from the plans of a number of school districts. They are presented in a specified order, but each incident requires its own priorities, and tasks can happen simultaneously as various staff members take on their assigned roles. School safety committees may find these suggestions helpful in designing their own procedures.

TABLE 1
Responding to a Violent Incident

- Assess the situation. How serious is it? What elements of the school's crisis management plan are relevant? Assemble all necessary school staff members.
- Depending on the incident, either defuse the situation or call in school security and/or police officers for assistance. If long-term involvement of law enforcement is necessary, provide space and equipment for a "command post."
- Alert all school staff to the situation and let teachers know what they should do with their classes, e.g., lock classroom doors or leave the building. Also, make sure that teachers account for all their students.
- Separate victims from perpetrators as quickly as possible and attempt to identify all those involved.
- Call for medical assistance if necessary and assign a staff person to the hospital where students are to be taken.
- Assign a staff member to remain with victims while medical and/or emotional assistance is being obtained.
- Inform the appropriate school district official of the situation; he or she should notify relevant district personnel and other schools in the area if necessary.
- Record the names of witnesses and encourage them to cooperate with the investigation if one is necessary.
- Disperse onlookers and update students and staff on the situation as soon as possible.
- Notify parents of involved students and spouses of involved school employees if appropriate.
- Prepare to communicate with other parents, concerned community members, and the media.
- Develop and follow procedures for reuniting parents with their children in the event of a severe crisis.
- Develop and follow procedures for withdrawing security and/or law enforcement personnel after the incident is over.
- Prepare a detailed report of the incident for school and district records.

(Blauvelt, 1981; Blount, 1986; Dade County Public Schools, 1988; Fulton County School System, 1991; Gaustad, 1991)

While a severe crisis such as a homicide or hostage-taking requires immediate intervention by law enforcement, other violent incidents, such as fights or suspected weapons possessions, may be defused without the help of police. Police should be notified afterward, however, if the incident is a criminal act. The school safety committee will have to decide on proper procedures for handling such incidents. Some procedures for responding to student fighting are listed in Table 2.

If a weapon has been reported in someone's possession or somewhere in the school, administrators can alert custodial staff to check various "hiding places" in and around the school building and assign staff to remain highly visible until the weapon is found (Blauvelt, 1981). Searches of suspected students' lockers and/or belongings are also allowable if there are reasonable grounds for suspicion (Rapp, Carrington, & Nicholson, 1991). Any weapons that are found should be turned over to the police, not kept in the school (Blauvelt, 1981).

2. ESTABLISHING COMMUNICATION

Fast and effective communication among school personnel can be critical during a crisis. An intercom system linked to all classrooms is probably the most common means of communication during an emergency. While intercoms are standard in most schools today, teachers who are located in portable buildings or whose classes are held outside should be contacted personally. To avoid unnecessarily alarming the students, teachers and administrators should agree on a code phrase, to be announced over the intercom, to signal that teachers should take emergency precautions. Walkie-talkies and a bullhorn may also be useful communication tools (Gaustad, 1991).

Students

Sharing the facts with students is especially important during a crisis in order to keep them calm and to discourage rumors (Fulton County School System, 1991). Students should be regularly updated on events and given clear instructions on what to do until the crisis is over. Depending on the circumstances, it may not be appropriate or ethical to divulge the names of students or staff involved in the crisis, but students should be informed about what the school is doing to respond to the situation.

TABLE 2
Procedures for Stopping a Fight

- If a teacher in a classroom is informed that there is a fight, he or she should send a reliable students to the office to summon assistance.
- When in sight of the altercation, speak loudly and let everyone know that the behavior should stop immediately.
- If possible, obtain help from other teachers.
- Call out to any of the students you recognize and start giving orders.
- Attempt to get students away from the commotion as quickly as possible.
- If you know the fighting students by name, call out each of their names and let them know they have been identified.
- If confronted with a serious fight, especially one that involves weapons, get additional help; do not try to be a hero.
- After separating the students, try to avoid using further confrontational behavior yourself (i.e., do not point at the students, make accusations, or corner them with their backs against the wall).
- Remember that no one can "cool down" instantly; give the students time to talk in a calm setting and gradually change the climate of the situation.

(Blauvelt, 1981; Greenbaum, Turner, & Stephens, 1989).

Faculty and Staff

Since teachers are the most direct link to students, it is vital that they know what is happening. If they all have the same information, they can reassure students and squelch unfounded student rumors. Therefore, an early morning or late afternoon faculty meeting should be held in the immediate aftermath of a crisis to bring teachers and staff up-to-date on what has happened and how the school has responded. This meeting should include the principal and perhaps the district superintendent. If it is not possible to arrange such a meeting, a memo may be circulated to all teachers and staff members that describes what has occurred and how the school has responded thus far.

Teachers are the most direct link to students. It is vital that they be kept informed in the event of a crisis.

Parents

Schools should establish procedures for communicating with parents during and after a crisis. No matter what the incident, the parents of students who were involved in a crisis must be contacted immediately. Depending on the severity of the situation, school and district staff may be enlisted to contact all parents individually to pick up their children at school. Another option is to dismiss students in the usual manner, using buses for transportation, and to send home a written statement which explains the events that took place at school and the actions taken. Once word gets out to parents and other concerned community residents, they will seek additional information by calling the school or district offices. Staff receiving such calls need a written statement of information to share and should practice handling such calls (Fulton County School System, 1991).

Outside Resources

Proper communication is also important with intervention agencies and services such as law enforcement, hospitals and medical emergency services, mental health and social services, and other community support groups. The school safety committee should contact these services in advance of a crisis to verify the correct phone number, appropriate contact person, and proper procedures to take in an emergency (Gaustad, 1991). A list of intervention services should be posted in the main office. The National School Safety Center (1990a) further recommends keeping an unlisted telephone line available at all times for official use and a portable telephone in the office in case phone lines are disabled.

TABLE 3
Working with Media During a Crisis: Tips for the School Spokesperson

- Ensure all media inquiries are routed to one person or office.
- Prepare an official statement about the particular crisis and action being taken. Include information to answer basic who, what, when, where, why, and how questions, but do not reveal names of students or employees involved in the incident. Read from or distribute this statement when media inquiries are made. This same statement should be shared with teachers, staff, and students to ensure that they are given accurate, consistent information.
- Be brief. Avoid providing superfluous information or using professional jargon.
- Anticipate media questions, especially for potentially controversial issues.
- Answer one question at a time, and answer only the question that is asked.
- As official spokesperson, do not hesitate to say, "I don't know" or "I will have to get back with you" to a reporter's question. A reply of "no comment" suggests that information is being withheld. Remember to follow up when information is available; bear in mind that the public has a right to know and understand what has happened.
- Try not to appear to be concerned mainly about the school's reputation.
- Ignore abrasive comments made by reporters and maintain a professional attitude.
- Do not treat anything as "off the record."
- Provide updates to the media as events unfold, even after the initial crisis is handled.
- Keep calm. Show sensitivity to the seriousness of the matter, but do not overreact.

(Fulton County School System, 1991; Gaustad, 1991; Greenbaum, Gonzalez, & Ackley, 1989; NSSC, 1990a)

3. WORKING WITH THE MEDIA

The school safety committee should assign at least one staff person to work with the media during a serious crisis. The principal or a district-level administrator may act as the official spokesperson for the school in a crisis situation, but another staff member can assume responsibility for organizing the details. In preparation for dealing with the media, this person should become familiar with the reporter and editor who typically cover school news or who receive news releases from the school district (Greenbaum, Gonzalez, & Ackley, 1989). Staff should act as "media lookouts" during a crisis in order to greet reporters and direct them to the school's official spokesperson (Fulton County School System, 1991). If a news conference will be held, reporters can be taken directly to a designated room. Table 3 offers suggestions for talking with reporters. The school's representative can also learn how the media may be of help (by publicizing an information hot line number, for example).

4. AIDING VICTIM RECOVERY

All school staff should be educated about the emotional needs of victims of violence. Gaustad (1991) warns, "Insensitive and unsympathetic reactions by administrators and coworkers can compound the emotional trauma of the attack and lengthen the

recovery process" (p. 40). Asking victims to fill out confusing forms, wait in an office alone, or meet with the perpetrator can heighten their sense of fear and make them feel doubly victimized. As suggested in the crisis management plan, a staff member should be assigned to attend to victims during a crisis; this person may also help victims obtain the support services that they need.

It is particularly important that the school assign an advocate for the victim(s) of sexual assault. The victim advocate should be of the same sex as the victim, be able to explain to the victim his or her rights, and assist the victim through administrative and criminal proceedings. In addition, the school district should provide written guidelines and information to victims regarding the reporting of crimes, available medical and psychological services, victim rights, and the procedures for dealing with the violation (Florida DOE, 1992b).

It is vital that the school or school district assign an advocate to help the victim of a sexual assault.

While the primary victims of school violence should rightly receive the most immediate attention to their physical and emotional needs, victims of violence encompass many more people than those who are actually injured or involved in an incident. Witnesses to the event as well as parents, spouses, friends, and teachers of injured or killed students and staff are also affected. While a school cannot be expected to provide long-term individual counseling to all those who may need it, resuming normal functioning after a crisis may require that medical, psychological, and nurturing services be available to students, faculty, and staff. Such services not only assist in the recovery process, but they help prevent angry students from retaliating with further violence (Centers for Disease Control, 1992; Gaustad, 1991).

Mental health experts recommend that school administrators "take a long-term view of dealing with a crisis" because psychological symptoms resulting from a traumatic event may not surface until weeks or months after the incident (NSSC, 1990a, p. 16). As part of the crisis management plan, the school safety committee should, therefore, identify mental health professionals who can be called during and after a crisis to work with students, parents, and school staff. The district may also want to establish a team of professionals who can be convened and sent to any school in the district to help with crisis recovery (NSSC, 1990c). Many schools that have been through a traumatic crisis found it beneficial to reopen the day after the crisis, even on weekends, and provide counseling and information for several days. Schools may want to provide ongoing counseling sessions for students.

Because the trauma of witnessing a violent act can interfere with the grief process, student bystanders should be encouraged to talk about their feelings of loss and their thoughts about anger, injury, racial issues, and/or death. Other students are often confused and frightened after a crisis as well, and they may depend on adults to help them cope with their feelings about the incident and understand why it occurred. Teachers should, therefore, encourage discussions during class about students' feelings of sadness or anger. They should also monitor students' behavior and refer especially troubled students to counselors (Gaustad, 1991).

School faculty and staff may experience delayed psychological effects of their own when the crisis is over. Their needs should be anticipated and support services provided at this time. Childrens' reactions are often influenced by those of teachers and other adults, so it is especially important that faculty and staff receive the counseling they need to more effectively help students.

When teachers are victimized, they may require special counseling to avoid blaming themselves or viewing the incident as a professional failure. Because an attack on one teacher can erode the sense of security of others, a teacher's coworkers may also need to be reassured of the safety of the school/classroom. In extreme cases, district officials may be asked to transfer some teachers to new schools or work settings or retrain staff members who wish to change jobs (NSSC, 1990a). Assistance with legal, medical, workers' compensation, and other post-incident procedures is usually well-received by victims (Gaustad, 1991).

In addition to community-based support services, administrators across the country who have experienced one of the most severe crises possible—deaths caused by an armed intruder—have developed an informal network to help one another cope and to provide emergency consulting whenever such an event happens elsewhere. While such attacks are rare, they can happen at any school.

Especially during a crisis, it is important to keep the news media informed. It can be destructive to try to cover up something instead of being open and truthful.

S. Greenbaum, B. Gonzalez, & N. Ackley,
Educated Public Relations: School Safety 101

5. REPORTING VIOLENT INCIDENTS

The final step in a crisis management plan is to prepare a detailed report of the violent incident for school and district files (see sample in Appendix B). The use of incident reports is becoming more and more common; in fact, South Carolina

recently passed a law requiring schools to report every crime committed on campus. Some teachers and administrators downplay incidents of violence in their schools; they may wish to avoid bad publicity, being blamed or possibly sued, suffering retaliation from the offender, or having the incident blown out of proportion. Incidents may go unreported because administrators feel the incidents do not represent a serious problem, prefer to rely on their own security and discipline, or suspect the police and courts will not be particularly helpful (Rapp et al., 1992). However, acknowledging crime and reporting it accurately are crucial to understanding the extent of the problem and what is required to address it.

An effective incident reporting form is designed to ask for answers to the following questions:

- What happened?
- Why did it happen?
- When did it happen?
- Where did it happen?
- Who was involved?
- How did you respond to the complaint? (Blauvelt, 1981, p. 2).

Appendix B of this document provides a sample incident reporting form. When developing or implementing an incident reporting system, administrators should consider the following issues:

School systems that do not report existing dangers place both students and staff at risk by giving them a false sense of security.

J. Gaustad, *Schools Respond to Gangs and Violence*, 1991

- How will reports be filed?
- Who will see these reports outside of the school?
- Should someone be assigned to review each report before it is filed?
- Will weekly or monthly summary reports be prepared? If so, who will receive these reports and how will the information be used?
- Who will analyze data from the reports on a regular basis and how will this information be disseminated and used? (Blauvelt, 1992)

In districts where gangs are a serious problem, a specialized incident reporting system can focus on the gang influence in schools. Portland, Oregon's, computerized gang tracking system, for example, provides information on gang members' real names and nicknames, associates, vehicles, weapons, gang-associated clothing, colors, insignia, criminal activities, and more. Such information is available only to school administrators and law enforcement officials (Prophet, 1990).

Incident reporting can answer many of the following questions:

- What kinds of crimes are reported and in what frequency?
- Where and when do crimes occur on campus?
- What types of persons commit school crimes?
- What are the characteristics of the students who are chronic offenders?
- What types of persons are the most likely victims of school crime?
- Is campus crime a reflection of gang activity? (California State DOE, 1989, p. 21)

With answers to these kinds of questions, schools seeking to improve safety can make informed decisions about what needs to be changed.

6. ENFORCING THE CONDUCT CODE

When a student violates the conduct code, schools must apply appropriate disciplinary strategies. In the event of a serious act of violence, a student must also face criminal charges, but in most case the school has to decide on the consequences for the offense. When planning a discipline strategy for a violent student, be sure to review the student's record and/or meet with the youth's family to obtain medical, psychological, and social background information. The following subsection discusses the advantages, disadvantages, and limitations of a number of discipline options that schools have used with violent students.

REMOVING THE STUDENT—DEALING WITH SERIOUS VIOLENT INCIDENTS

Out-of-School Suspension

Schools have a right and a responsibility to remove students whose behavior presents a danger to others. Out-of-school suspension (OSS) is a common form of discipline because it removes the violent student from the school, is easy to administer, requires little planning or resources, and can be applied for a number of infractions (U. S. Department of Justice, 1986). There is no question that OSS is the appropriate school response to many serious violent incidents. But while OSS is sometimes a **necessary** solution, other times it is more of a **convenient** solution. Furthermore, the school's **solution** may create a larger community **problem** by placing dangerous kids on the streets. In addition, OSS has little chance of preventing future problems at the school if it is not coupled with long-term preventive and rehabilitative strategies.

DYNAMITE IDEAS: Helping Students Recover

After one of its students was robbed and murdered, the faculty and students of Cody High School in Detroit, Michigan, used a number of tactics to help cope with their feelings of grief, loss, and fear. On the day following the incident, the school designated and publicized a classroom for anyone "who wanted to talk, to remember, to express their feelings." They staffed the room with teachers, a school social worker, two psychologists, and a minister and allowed students to come and go throughout the day. Follow-up meetings, which students helped plan, resulted in a neighborhood march to protest violence and the planting and dedication of memorial trees in front of the school. The faculty also invited motivational speakers to talk with students about ways to reduce the violence in their community (May, 1992, p. 10A).

For more information, contact Loretta Nesti, School Social Worker, Cody High School, 18445 Cathedral, Detroit, MI 48228 (313) 270-0529 or 0527.

District and state records indicate that the number of suspensions varies greatly among schools and districts. This disparity exists even among schools and/or districts with similar socioeconomic populations, suggesting that some places are better than others at devising alternatives to OSS. Research has shown that OSS has no demonstrated positive effect on disruptive behavior (Comerford & Jacobson, 1987), and Wheelock (1986) charges that suspension is perhaps the most powerful message of rejection there is in contributing to student disengagement from school. Other disadvantages of OSS are as follows:

- Suspended students are often the most in need of direct instruction and often fail required courses as a result of being suspended.
- High school dropouts are twice as likely to have been suspended as non-dropouts. Most prisoners are dropouts and keeping someone in prison costs many times more than keeping him or her in school, even in special programs.
- Suspended students may regard suspension as a vacation or reward.
- Removing students from schools may contribute to delinquency, as many suspended students are left unsupervised.
- Minority students are suspended or expelled in disproportionately high numbers.

  (Florida Department of Education, 1991; Hodgkinson, 1993; Silva, 1992; U. S. Department of Justice, 1986; Wehlage & Rutter, 1986)

See Table 4 (page 13) for lists of strategies for reducing expulsions and out-of-school suspensions, particularly for at-risk or disadvantaged students.

In-School Suspension

In-School Suspension (ISS) temporarily relieves the teacher of disruption and denies the student participation in extracurricular activities. ISS also enables the school to offer students services, such as academic tutoring and personal or group counseling, that may help prevent future problems (NSSC, 1990a). After-school detention and Saturday school, variations on ISS, have similar effects.

ISS has become popular with many schools, but not as replacement for out-of-school suspension, according to the Florida Task Force on School Discipline. Instead, in many schools, "in-school suspension is often used instead of other in-school interventions like corporal punishment, after-school detention, and parent conferences, and not as an alternative to OSS" (Florida DOE, 1991, p. 45).

TABLE 4
Suggestions for Reducing Suspensions and Expulsions, Particularly for Disadvantaged Students

- Encourage teachers and administrators to get to know the communities from which their students come and recognize the cultural values that students bring to school. Where possible, involve parents as partners in reducing violent behavior.
- Schools or districts with disproportionately high suspension rates for minority students must recognize that there is a problem. Plans and goals for addressing this disparity should be **written** into school and districts plans to reduce violence.
- In interpreting the severity of a student's offense (finding out what happened, who was responsible, what the response will be, whether or not the student can be believed), consistency is paramount.
- The fallacy that students' behavior can be connected to the color of their skin must be discarded. A correlation of students who are suspended or expelled with those who qualify for free or reduced lunch will likely show that socioeconomic level is a far greater predictor of student trouble than race.
- Do not equate being "strict" with dealing with the overall problem of student violence; focus more effort on prevention than on punishment.
- Train administrators and teachers in school and classroom management. Instruction should cover such topics as handling a violent incident, conflict resolution, and crowd control.
- Make every effort to have the staff and administrators of the school match the diversity of the student body. Minority students need role models at **all** levels in the school.
- Ensure that the school safety committee (or the authors of the school's code of conduct) reflects the cultural diversity of the school. Teachers and an ethnically representative group of students should have a substantive voice in developing conduct codes.
- Educate administrators and teachers to better appreciate the cultures of their students. This training should focus on specific cultures represented in the school and *not* just address the general category of multicultural education.
- Keep in mind the fundamental rule that students who are engaged in work that interests them are far less likely to get into trouble than those who are bored or distracted.
- Institute violence prevention programs for students, particularly disadvantaged students, that are culturally and developmentally appropriate. These programs should acknowledge the violence, racism, and classism that many students experience, be designed for different stages of adolescent development, and feature peer instruction and counseling.
- Make violence prevention programs interdisciplinary and multi-institutional.

The keys to successful ISS are planning, counseling, consistency, positive reinforcement, rehabilitation, and follow-up. If ISS incorporates such features, it can serve as one effective alternative to out-of-school suspension or to corporal punishment (see below). ISS must be just one component of the school's safety and discipline strategies, with clearly defined rules and procedures, monitoring, and student help built in. If ISS consists of merely placing problem students in a room all day and forbidding them to speak, it will be no more successful than sending students home. In-school suspension requires additional staff time, school space, and planning, and may not be appropriate for all students.

Corporal Punishment

Although corporal punishment has long been used as a discipline strategy in this country, a large body of research indicates that the disadvantages of hitting children outweigh any possible benefits. Corporal punishment contributes to the perception that striking another person is acceptable as a problem-solving strategy (CDC, 1992) and it has little, if any, lasting effect on promoting self-discipline (U. S. Department of Justice, 1986). Striking a child as punishment in no way addresses the underlying causes of the child's act and occasionally results in physical injuries for which the school can be held liable.

Although the U. S. Supreme Court ruled in 1977 that corporal punishment is allowable in schools, 23 states and many districts in other states have banned its use (CDC, 1992—draft; U. S. Department of Justice, 1986). Thousands of schools around the nation have reduced or are phasing out corporal punishment. Schools trying to reduce violence may have great difficulty justifying the use of corporal punishment as a deterrent to further violence. In addition, parents are more and more likely to challenge schools which use corporal punishment. In Florida, the percent of judgments by the Office of Professional Practices against schools for misuse of corporal punishment rose from 7 percent in 1986-1987 to 17.2 percent in 1991-1992 (Education Practices Commission, 1992).

Expulsion

The last resort for schools, expulsion should be reserved for the most serious offenses and threatening situations. Rules regarding expulsion should be explained to all at the school and applied fairly. As with suspension, however, some districts exercise this option far more than others, and some expel disproportionately high numbers of minority students (Florida

DOE, 1991; Silva, 1992). Schools and districts can request comparison data on expulsion rates in their states (from district or state department of education offices) to see if their expulsion practices and rates are within state norms.

Many districts have no special programs for expelled students, who are simply turned out into the street to become the responsibility of law enforcement. Unfortunately, there are few community-sponsored programs for disruptive and/or disturbed youth. Again, punishment without attempting to address the source of the problem succeeds only in moving the problem elsewhere. Some districts have instituted alternative schools for their most disruptive and dangerous students. This approach provides specialized assistance for expelled and other problem students and relieves a burden from "regular" schools.

Districts may choose to have a clinical psychologist conduct evaluations of students who are considered a present danger to others. A written diagnosis from this authority can buttress a school's effort to have such students separated from others and given help and education on an individual basis.

ALTERNATIVES TO SUSPENSION—DEALING WITH LESS SERIOUS INCIDENTS

Most schools seek alternatives to suspension when violent incidents are not severe enough to warrant removing the student. Described below, the most successful of these approaches often focus on building self-esteem and having students assume responsibility for the school and community. Section II discusses additional alternatives to suspension, including counseling and other long-term approaches to preventing violence.

Service Assignments

Many schools give students an option of performing supervised assignments on school grounds in lieu of out-of-school suspension. Both the student and his or her parents must agree to this arrangement; also, students must not be allowed to work with heavy machinery. Service assignments can bring about significant benefits to all involved when handled properly. On an immediate level, they can save some students from the automatic failure which would result from missing several days of classes due to suspension. The students would work only during their elective class periods or before and after school. (Making students work through all their classes sends the

DYNAMITE IDEAS: Alternative Education Program, Central School, Greenwood, S.C.

Central School, District 50's alternative educational program is designed for students who have difficulty in a regular school environment (some of whom have a potential for violence). The program, for ninth and tenth graders, combines regular-style classes with activities and counseling designed to meet the students' special needs and increase their opportunities for success.

Students are referred to the program by district guidance counselors or principals. Once referred, the students and the parents participate in a screening interview, and the students are then selected on the basis of their ability to perform in the program and their need for an alternative educational plan. The school serves 75 students who may earn six units toward graduation for each year they participate in the program.

A staff of six runs the school, four of whom are full-time. A counselor helps with students' personal problems as well as with transitions from home to school, alternative school to regular school, and school to employment. A partnership with a local church provides additional books, tutors, presentations, and activities. One positive result of the program is a dramatic reduction in failure and dropout rates; in 1991-92 (of participating ninth and tenth graders), only three students failed and only eight dropped out of school. For more information, contact Central School, P.O. Box 248, Greenwood, SC 29648 (803) 223-4348 ext. 273.

DYNAMITE IDEAS: The National and Community Service Program

The National and Community Service Act (Public Law 101-610, as amended) will provide over $100 million dollars in the next three years to support state and local efforts to integrate community service into education and the community. The program seeks to engage millions of youth and adults in helping others and themselves as they deal with social problems.

A Commission on National and Community Service oversees the program and provides funds ($72 million for FY 1992), training, and technical assistance to states and localities. Service learning, or the incorporation of student service into the K-12 school curriculum, is the focus of the Serve-America component of the federal initiative. The $16.9 million Serve-America initiative also supports programs that involve adult volunteers in schools and community-based agencies that engage school-aged youth in community service. All the states in the SERVE region have received funds for this initiative. Other components of the project include a higher education initiative, funding for summer conservation and youth service corps, and programs that involve individuals aged 17 and older in service projects.

For more information on Serve-America, contact Eugene Herring, Center for Prevention and Student Assistance, Florida Education Center, Suite 414, 325 West Gaines Street, Tallahassee, FL 32399 (904) 488-6304.

wrong message: it tells students that the school is more interested in getting free labor than educating.) In addition, students can be given assignments which give them some responsibility and opportunities for success. Assignments of this type may involve:

- serving as hall monitors,
- working in the office,
- removing graffiti,
- helping with landscaping, painting, or restoration work, and
- tutoring younger students.

(Florida Department of Education, 1991)

Students must be supervised at all times. Assignments of this type are designed to be challenging and rewarding instead of punitive or humiliating. Students working on these projects are told that they are contributing to their school or community and are praised for their effort. It is important that students not be saddled with drudgery work which they will dislike or which will embarrass them in front of their peers. Low self-esteem is a major contributing problem with many violent students; the right kinds of work assignments can help to give students a chance to be proud of themselves. Staff volunteers can work with the students, cultivate positive relationships with them, and provide informal counseling.

Students prone to self-destructive behavior have been shown to make great strides as a result of engaging in activities that benefit others. Well-planned service projects give at-risk students the opportunity to

- develop higher self-esteem;
- develop values;
- practice job skills;
- bond with family, school, and community;
- interact with people from a wide range of social, racial, and economic backgrounds;
- get involved in activities that encourage expression and constructive risk (art, theater, music, etc.); and
- interact with the larger world and realize that they can help others.

(Follman et al., 1991)

Because service projects usually require a lot of organization and planning, and many of the benefits of service projects (to the students) are tied closely to their participation in this planning, most service projects are more properly employed as a long-term preventive strategy to prevent and reduce student violence; see Section II for a more extended discussion.

Alternative Educational Programs

Some students, especially those with a history of disruptive and/or violent behavior, may benefit from removal from the regular school and placement in an alternative educational program. Alternative schools and schools-within-schools emphasize independent study, good conduct, and developing self-discipline and responsibility (see Table 5). Several models exist, including community-centered schools that focus on group cohesiveness, family involvement, and academic and social skills; adjustment schools for habitually disruptive or truant students; and apprenticeship programs that prepare students for employment (NSSC, 1990a; Scrimger & Elder, 1981).

TABLE 5
Characteristics of Effective Alternative Educational Programs for Disruptive Youth

- Selection of program by student from several options provided by the school district, human services department, probation agency, or the courts
- Clear and consistent goals for students and parents
- Curricula addressing cultural and learning style differences
- High standards and expectations of student performance both academically and behaviorally
- Direct supervision of all activities on a closed campus
- Full-day attendance with a rigorous workload and minimal time off
- Daily attendance and informal progress reports
- Continual monitoring and evaluation and formalized passage from one step or program to another
- A democratic climate
- A motivated and culturally diverse staff
- Counseling for parents and students
- Administrative and community support for the program (Garrison, 1987, p. 22)

DYNAMITE IDEA:
Alternative School Instead of Jail

The Juvenile Justice Classroom program in New York City is a highly successful program through which youthful offenders are given an alternative to going to jail: they can enroll in a special program offered at Westside High School. The program, called Developing Opportunities for Meaningful Education (DOME), requires daily attendance and good behavior. If the students (all of whom have been convicted of serious crimes) break the rules, they risk being sent to jail for their crimes.

DOME students attend group and individual counseling sessions in addition to regular classes. They also participate in tightly-structured enrichment and after-school activities to keep busy and productive. About eighty percent of participating students have stayed out of further trouble. In 1991, only 6 of the school's 123 students were sent back to the courts.

The program, which costs only one one-hundredth of what it would cost to incarcerate the same students, saved the city $10 million in its first year (ABC World News Tonight, American Agenda, July 1, 1992). For more information, contact Westside High School, 140 West 102nd Street, New York, NY 10025 (212) 724-1780.

SECTION II - *STRATEGIES TO PREVENT SCHOOL VIOLENCE*

1. Creating a Safe School Environment

- School Climate
- The Role of the Principal
- Enhancing Campus Safety
- A Safe School Building
- The School's Discipline Code
- Communicating the Code of Conduct
- Student Involvement
- Peer Interaction
- Staff Development and Inservice

2. Teaching Non-Violence and Alternatives to Violence

- Community Service and Service Learning
- Counseling
- Character Education
- Conflict Resolution

2

3. Collaborating with Other Professionals

- Collaborating with Law Enforcement
- Collaborating with Other Agencies
- Collaborating to Shape Policies

4. Involving and Educating Parents and the Community

- Parents
- Community

SECTION II - *STRATEGIES TO PREVENT SCHOOL VIOLENCE*

This nation should not consider the human loss, not to mention property damage, we annually suffer from crime and violence in our schools as an acceptable cost in educating our children. Schools must respond to school crime and violence by assuring students a safe, peaceful, secure and welcoming educational environment.

A. Rapp, F. Carrington, & G. Nicholson,
School Crime and Violence: Victims' Rights, 1992

While knowing how to handle violent incidents in school is important, preventing violence is clearly a better strategy. To be most effective, violence prevention requires a unified, holistic approach to strategic planning. Not only should the school safety committee address current problems, but it should also develop long-term strategies designed to deter future acts of violence. For example, the committee might establish a program that encourages students to consider alternatives other than violence as solutions to their conflicts. Since the level of violence varies from school to school, having an individual school plan is vital. Even schools and districts with limited resources can have effective prevention programs as long as the strategies they design are complimentary and directed toward clearly identified goals (CDC, 1992).

1. CREATING A SAFE SCHOOL ENVIRONMENT

The first step in creating a safe school environment is analyzing existing incidents of violence to ensure that the members of the school safety committee understand the scope of the problem. To this end, the committee can review incident reports to identify what kinds of crimes are committed, who commits them, and where the crimes are committed. The committee can also gather useful material from truancy and attendance records, attitude surveys, and informal interviews with students, faculty, staff, parents, and community members, (California State DOE, 1989). With this information in hand, the safety committee can seek answers to the following questions:

- How is school violence perceived by the students, teachers, parents, school security, school and district administrators, and police?
- How are criminal acts committed at the school handled? Are existing discipline procedures applied? Are all or selected incidents reported to the police? Are parents informed? Are juvenile authorities involved?
- How do police respond to school crime (Blount, 1986)?

Safe schools are orderly and purposeful places where students and staff are free to learn and teach without the threat of physical and psychological harm.

California State DOE, *Safe Schools: A Planning Guide for Action*, 1989

DYNAMITE IDEAS: Technical Assistance Team to Assist School Violence Prevention Efforts

The Center for Prevention and Student Assistance at the Florida Department of Education is forming a Technical Assistance Team to provide on-site expertise to schools or districts that request help with their violence prevention efforts. The team will visit schools or districts and provide information, advice, and technical assistance in the areas of school safety, conflict resolution, dealing with gang activity, improving ethnic and cultural relations, facility design, personnel management, and other areas that influence the level of school crime and violence.

Technical Assistance Team members will consist of school teachers and administrators, law enforcement officers, and district administrators with experience dealing with school violence. Team members will be selected by representatives of the state department of education, department of law enforcement, attorney general's office, sheriffs' and police chiefs' associations, and other experts. For more information about the program, contact the Center for Prevention and Student Assistance, Florida Department of Education, 414 Florida Education Center, 325 West Gaines Street, Tallahassee, FL 32399-0400 (904) 488-6304.

District officials should stress to school administrators that problems with violence are not indicative of poor leadership. To encourage principals to acknowledge the existence of a problem, district officials should respond with suggestions and assistance rather than recriminations (Gaustad, 1991). An assessment that provides a clear picture of the current situation can serve as the foundation for long-term prevention efforts. States or large districts can help by forming "safety check teams" that will visit schools that request help; review discipline policies, building security, and prevention strategies; and offering recommendations and financial and technical assistance for improvements.

Examination of a wide range of successful school violence reduction programs suggests that there are seven components involved in creating a safe school environment: school climate, the role of the principal, enhancing campus safety, a safe school building, the school's discipline code, student involvement, and staff development.

School Climate

A positive school climate is key to preventing violence. If students, parents, and staff feel a sense of community and ownership in the school, they are more likely to work with each other rather than against each other. If a school has a climate in which staff, students, and parents feel safe and welcome, victims of a violent incident may find the healing process easier as the school reestablishes its supportive and secure atmosphere.

The physical climate is also important. According to a report from the U. S. Department of Education (1988), the more the school looks like a workshop, a library, a restaurant, or a conference center and less like a prison or institution, the more conducive the environment is to learning. While most principals are aware of the benefits of having a positive school climate, it is useful for a school safety committee or school improvement team to examine efforts to improve the school climate to determine if those efforts include addressing the specific issue of violence.

The Role of the Principal

The role of the principal is critical in the development of a positive school climate and a safe school. Principals who have succeeded in creating safe and peaceful schools out of violence-ridden campuses emphasize the importance of maintaining a high profile as well as individual and group contacts with students (Greenbaum, Turner, & Stephens, 1989). In addition to walking the halls and school grounds regularly (a considerable deterrent to crime and violence), these principals frequently visit classrooms and make themselves available to teachers, students, and parents who wish to meet with them. They keep in touch with formal and informal student leaders to get their perspectives on school events and to enlist their support in involving more students in school activities. Ciminillo (1980) stresses that principals "must express sincere feelings toward students, a genuine interest in their lives, and a real belief that they have the potential to become successful adults" (p. 87).

Enhancing Campus Safety

Many attempts to make schools safe are more reactive than proactive. Initiatives such as installing metal detectors, hiring armed guards, or searching students' belongings must be used with caution. Effective administrators avoid inadvertently instilling more fear and mistrust in students by implementing policies that are excessively oppressive or demeaning or that risk violating students' rights. As Gaustad (1991) cautions, "Even the best deterrence efforts can't totally eliminate the possibility of violence, and putting too much emphasis on security may frighten children unnecessarily" (p. 36).

In Oakland, California, principal James Julien was able to completely turn around a school where every window had been boarded-up and students left the campus at will. According to Julien, establishing order is just a question of expectations: "I simply tell [students] not to do certain things and I expect them to obey and they do" (Reaves, 1981, p. 10).

DYNAMITE IDEAS: Student Peace Marches, 1990s-Style

At George Washington High School in Los Angeles, the school motto is "We are Family." Former principal George McKenna, now superintendent of the Inglewood (California) School District, believes a familial atmosphere is crucial in keeping crime and violence out of school. All students are asked to sign a nonviolence contract with their parents, and the school conducts periodic peace marches in the community. Primary goals of the activities are to maintain a positive school climate where students feel safe and send the message that students do not need to bring a weapon to school (NSSC, 1990c). For more information, contact George Washington High School, 10860 South Benker Avenue, Los Angeles, CA 90047 (213) 757-9281.

DYNAMITE IDEAS: Innovative Ideas for Campus Security

The San Diego Unified School District is gradually replacing chain link fences with ornamental wrought iron. Security Chief Rascon explains, "Ornamental iron fencing beautifies the campus. Since it doesn't give you the prison look, you can make the fence higher and people don't care. We've gone from 10 feet to 15 feet. You can't cut holes in ornamental iron—you'd have to bring a torch—and you can't climb those fences as easily as chain link fences."

Rascon instituted another unusual security measure in 1974 by turning out the schools' lights at night. In addition to reducing crime, having total darkness in the schools after hours has saved the district over $2 million in utility bills. "It was a radical move," says Rascon, "because we had been brainwashed by electric companies for years that the more lights, the less crime. We have proven that's wrong. To the contrary, I think lights help a burglar to see so he knows where the equipment is. We've told the community, if you see a light come on, call the police. And it clicks, it really does. A dark and silent school is effective against crimes of property" (NSSC, 1990a). For more information, contact San Diego School Police, 4100 Normal, San Diego, CA 92103 (619) 293-8053.

In some situations, however, establishing order may require stronger-than-usual deterrents and controls such as the use of police officers or metal detectors. If violence at a school is serious enough to warrant such tactics, they must be (1) tailored to meet the problem at hand, (2) employ easy-to-understand procedures, and (3) be clearly explained to all. In addition, plans should be made for gradually reducing or phasing them out as other, more positive measures—such as improving the school climate and educating students to be nonviolent—take effect. School officials will need to remember that the cost of providing extraordinary security measures detracts from the overall budget for improvements in curriculum, staff development, and instructional materials that are necessary for an improved education (Ciminillo, 1980). Table 6 describes a number of strategies for reducing school violence and increasing school safety. The strategies are divided into categories depending on their primary purposes (see following pages).

TABLE 6

Strategies that Help Reduce Violence in School

Increasing Surveillance and Supervision Around the School

- Assign school staff to patrol problem areas such as hallways, stairwells, locker rooms, bathrooms, cafeterias, and school grounds.
- Enlist the help of parents or other volunteers to monitor the front entrance or patrol the halls. (This strategy is not recommended if violence is common and volunteers are likely to be harmed.)
- Train parents, students, or other volunteers to be hall monitors. As monitors, these volunteers would not have the same authority as police/security officers, but they can be prepared to intervene in fights and defuse other violent situations better than untrained volunteers. Volunteers are, of course, significantly less expensive than security officers.
- If safety is a concern before and after school, designate a safe, centralized location for students and staff. Ask teachers who work late to work in pairs or teams in the designated area.
- In neighborhoods where students are afraid to walk to and from school, map out the safest routes and escort students as needed. Encourage students to walk in groups, and ask police to patrol the routes that students use during the morning and afternoon.
- Hire security officers to patrol the school, check student identification, and be present at athletic events and other school activities. Officers may be "leased" from local police forces, although this approach can be expensive and gives the school less control over the officers' duties. Some large school districts have their own police force trained to work with students and hired to handle school crime. Another option is to contract with a security company, which is often more affordable but can result in poorly trained officers with a high turnover rate. Schools should implement the least obtrusive security policies necessary. If these officers are to be viewed as potential confidants for students—not just as deterrents to crime—they should appear accessible and be available to students. They should also be provided training in working and talking with young people and in the cultural backgrounds of the students.
  (NSSC, 1990b)

Keeping Weapons out of School

- Announce and post the school's policy against weapons possession and the consequences for bringing weapons to school.
- Clearly define what constitutes a weapon (note, for example, that a stabbing is a stabbing, whether it is done with a knife or with a pencil).
- Limit or prohibit student access to cars during the school day.
- Define lockers as equipment of the school district which students are allowed to use temporarily for convenience; specify that lockers are not private storage spaces. Post signs in the halls that clearly state that, if administrators are given reasonable suspicion, lockers can and will be searched. Notify students if their lockers will be searched, and allow individual students to be present.
- Use metal detectors to check students for weapons as they enter school. Although a quarter of the nation's large urban school districts now use metal detectors to search students for weapons, metal detectors have significant disadvantages: they are expensive, may give the impression that students are being treated like convicts, and are not as effective as they might seem because students can still pass weapons through school windows or hide them outside and pick them up later in the day. Metal detectors are also impractical for schools with many entrances and with several buildings connected by outdoor walkways. A compromise may be to periodically require students who have been suspended for weapons possession to pass through a metal detector.

Table 6–*Strategies that Help Reduce Violence in School continued . . .*

- Refer all weapons offenders for counseling.
  (CDC, 1992; Dade County Public Schools, 1988; Grant, 1992; Morganthau et al., 1992; Prophet, 1990; NSSC, 1990a; NSSC, 1990b)

Keeping Unauthorized Persons Off Campus

- Limit and supervise the entry and movement of persons on school grounds; monitor delivery and loading entrances as well as main doors.
- Provide a list of visitor regulations to students, parents, and community members and post it at all entrances.
- Require visitors to sign in at the main office and wear identification badges while at the school.
- Use I. D. cards or another identification system for students.
- Designate one entrance for visitors during the school day and enforce this policy at all other entrances.
- Install emergency alarms on rarely-used doors to discourage their use.
- Register all staff and student cars with the school and require parking stickers for legal parking on school grounds.
- Keep a record of all cars that enter school parking lots illegally. Note the make, style, color, and license plate number as well as the date seen. Refer to this record in case of theft, vandalism, or intrusive behavior.
- Establish a closed campus policy and require all who enter or leave the school during the day to sign in and out.
- Question anyone loitering outside the school.
- Station security/police officers at athletic and other school-sponsored events. Announce to students in advance the behavior that will be expected of them.
- Seek a formal agreement from gang members that school will be neutral territory. Prohibit all gang-related activities and traits—such as special clothing, hairstyles, colors, insignias, and hand gestures—in school and at school-sponsored events. Be especially wary of non-student gang members loitering around school campuses.
- If an unauthorized person is determined to be a student from another school, notify the student's home school and ask that the student's parents be notified.
  (Dade County Public Schools, 1988; Gaustad, 1991; NSSC, 1990a; Speck, 1992)

Enlisting Support for Preventing Violence

- Invite parents and students to contribute ideas about school safety in a suggestion box. Respond to all comments and thank personally those who make useful recommendations. Such a container can also serve as a "nomination box" for recognizing employees or students who have made a significant contribution to school safety efforts.
- Hold group forums to encourage students and/or parents to express opinions and concerns about the school's safety and to ask questions about school policies.
- Devise a school reporting system to enable students, staff, and parents to report violent behavior or suspected trouble anonymously. Offer rewards.
- Suggest that students avoid wearing valuable clothing, shoes, and jewelry to schools where thefts are likely.

Table 6–*Strategies that Help Reduce Violence in School continued . . .*

- Have teachers, administrators, counselors, and others meet regularly as a team to discuss problems of disruptive students and plan individual strategies to help them before they become violent.
- Ask school psychologists, counselors, and/or teachers to visit the homes of disruptive and potentially violent students.
- Act on rumors; talk to students who are rumored to be having behavioral or social problems with others and take seriously student reports of possible fights.
- Encourage bus drivers and custodians, who are good sources of information about scheduled fights or weapons brought to campus, to report such information routinely.

(Blauvelt, 1981; California State DOE, 1989; Greenbaum, Gonzalez, & Ackley, 1989; May, 1992; NSSC, 1990a; Perry & Duke, 1978; Prophet, 1990; Rapp, et al., 1992)

Using Other Prevention Strategies

- Remove graffiti as soon as it is discovered.
- Offer school- or community-based activities for students after school and on the weekends. Institute after-school academic and recreational programs for latchkey students.
- Conduct a thorough background check on anyone applying to work in the school to assure that no one is hired who was convicted for sexual assault, child molestation, or pornography or has a history of violent criminal behavior. Do not make hiring decisions before the check is completed.

(California State DOE, 1989; CDC, 1992; Gaustad, 1991; May, 1992; Perry & Duke, 1978; Prophet, 1990; Rapp, et al., 1992; NSSC, 1990a; NSSC, 1989)

Safe School Building

When new schools are built, architects, educators, and security experts should work together to design the safest yet most appealing school building possible. For maximum visibility, one school superintendent recommends building schools as "wheels," with the main office at the hub and halls forming the spokes. Schools might also be located where they are visible from homes and businesses, with all entries and administrative offices visible from bordering streets (NSSC, 1990a). Table seven offers a number of suggestions for improving the safety of existing school buildings. For more complete information on security systems, building designs, and "target hardening" tactics, see the National School Safety Center's *School Safety Check Book* (1990) which is described in Section Four.

TABLE 7
Creating a Safe School Building

- Light all hallways adequately during the day.
- Close off unused stairwells or do not leave areas of the school unused.
- Install all lockers in areas where they are easily visible.
- Minimize blind spots or use convex mirrors to allow hall monitors to see around corners.
- Prohibit posters in classroom windows.
- Install an alarm system and/or a closed-circuit television monitoring system.
- Keep buildings clean and maintained.
- Locate playground equipment where it is easily observed.
- Limit roof access by keeping dumpsters away from building walls.
- Cover drainpipes so they cannot be scaled.
- Avoid decorative ledges; plant trees at least ten feet from buildings.
- Trim trees and shrubs to limit outside hiding places for people or weapons.
- Keep school grounds free of gravel or loose rock surfaces.
- Ensure vehicle access around the building(s) for night surveillance and emergency vehicles.
- Design parking lots to discourage through traffic; install speed bumps.
- Mix faculty and student parking.
- Create a separate parking lot for students and staff who arrive early or stay late, and monitor these lots carefully.
- Use fencing and gates with discretion and choose attractive wrought iron styles instead of chain link fences. Secure them with heavy-duty padlocks.
- Establish a policy to have the school campus fully lighted or totally dark at night. (Total darkness has been shown to reduce theft and vandalism while conserving energy.)
- Keep a complete list of staff members who have keys to the building(s).

(California State DOE, 1989; CDC, 1992; NSSC, 1990a, 1990b; Speck, 1992)

The discipline code is not only a set of rules for students to follow, it also informs teachers, parents, and others exactly what kind of behavior is expected of students at a particular school.

The School's Code of Conduct

A discipline code should clearly identify school rules and acceptable student behaviors. As Greenbaum, Turner, and Stephens (1989) point out, "We tend to get not only what we expect, what we deserve and what we measure, but also, perhaps most importantly, what we 'put up with.' The three F's of good school administration include being firm, friendly and fair—in that order" (p. 59). The best discipline code is

short and easy to understand with clearly stated consequences for actions (NSSC, 1990b). Successful codes of conduct are written with student input and clearly define the roles, rights, and responsibilities of all persons involved in the school. According to Gottfredson (1983), the code should include only rules that will be enforced: "If the code violation is not worth disciplining, it is not worth being in the code in the first place. Undisciplined violations breed disrespect and noncompliance" (p. 191). Research on school violence emphasizes the necessity of enforcing discipline codes consistently and fairly (California DOE, 1989; Gaustad, 1991; NSSC, 1990b; U. S. Department of Justice, 1986). Administrators should, therefore, avoid punishing students as "examples" and discipline all students in the same way for the same behavior.

The discipline code is not only a set of rules for students to follow, it also informs teachers, parents, and others exactly what kind of behavior is expected of students at a particular school. A copy of the school discipline code should be sent to parents at the start of every school year and distributed to students and staff (Greenbaum, Turner, & Stephens, 1989). The discipline code should be reviewed periodically and updated to reflect changes in the school and surrounding environment.

Successful codes of conduct are written with student input and clearly define the roles, rights, and responsibilities of all persons involved in the school.

Communicating the Code of Conduct

Teachers should be encouraged to discuss the code of conduct with their students, make sure everyone understands its purpose and expectations, and seek agreement from students to follow it. Many schools designate homeroom or a certain class taken by all students, such as English, as the setting for making students aware of policies. This is more effective than trying to tell the entire school at once in an assembly or over the intercom because it allows for discussion in a less formal setting.

In addition to explaining the rules of student behavior, codes of conduct should

- clearly define the roles, rights, and responsibilities of all persons involved in the school setting including students, teachers, administrators and support staff, as well as parents and police;
- provide a procedure for student appeals;
- provide a system of rewards for positive behavior; and
- describe the sequence(s) of consequences for misbehavior (Governor's Task Force on School Violence and Vandalism, 1979, pp. 13-14).

Discipline policies should explain what kinds of actions will be deemed as violations and provide for appropriate sanctions.

DYNAMITE IDEAS:
Using Students to Keep Order

At W. R. Thomas Middle School in Miami, Florida, 30-50 students known as "Tiger Patrols" help increase student safety and encourage responsible behavior. Tiger Patrols work in groups of two to three and wear badges to distinguish themselves. Before school opens each morning, they are posted around school grounds to help discourage vandalism. During class changes, Tiger Patrols monitor the halls to provide assistance to students and report disruptive incidents. Students interested in joining the Tiger Patrol are first screened by its student officers, then chosen based on conduct, attendance, and grades of a least a "C" in all classes. In many cases, serving on the Tiger Patrol has been a successful and positive incentive for disruptive students. For more information, contact Carmen Marinelli, Assistant Principal, W. R. Thomas Middle School, 13001 Southwest 26th Street, Miami, FL 33175 (305) 995-3800.

A similar program has been put into place with great success at Southridge Senior High in Miami, where Principal Vic Nardelli instituted "Spartan Patrols" to provide crowd control and patrol hallways between classes. Seventy students now participate in the program, all of whom are also members of the school's Youth Crime Watch program, which is the largest in the nation.

Members of the Spartan Patrol represent a cross-section of the school population, and several are former gang members (Nardelli notes that the ex-gang members are often the most effective patrol members). Participants in the program receive recognition from the school and are eligible to attend special programs and rallies, particularly in the area of drug education.

As a result of the program, school crime, especially trespassing and gang-related violence, has decreased. In addition, fights at the school have been virtually eliminated. For more information, contact Vic Nardelli, Assistant Principal, Southridge Senior High School, 19355 Southwest 114th Avenue, Miami, FL 33157 (305) 238-6110.

Regarding violent behavior, the National School Safety Center (1990a) recommends that the discipline code clearly state that anyone who is "guilty of assault, violent crime or weapon possession on campus will be arrested, and the school will vigorously assist in prosecuting the offender" (p. 130). Greenbaum, Turner, and Stephens (1989) also recommend that the following rules be included in a school discipline code:

- Striking another person may be considered a criminal act and may be dealt with as such.
- Every student has a right to be secure and safe from threats and harassment.
- Anyone bringing weapons onto school grounds will be considered armed and dangerous, and the police will be called.
- Crimes against property and any other violations of the law will be treated as such (p. 60).

In addition, a discipline code should also include policy against

- bigotry,
- hate crimes,
- sexual harassment, and
- sexual assault.

The policies should explain what kinds of actions will be deemed as violations and provide for appropriate sanctions (Bodinger-DeUriarte & Sancho, 1992). When writing the discipline code, administrators need to decide how they will distinguish between criminal and non-criminal acts and what actions will be taken (U. S. Department of Justice, 1986). Gaustad (1991) reminds administrators that many of the altercations that take place in school, such as bullying, threats, intimidation, and fights, in which one student is the victim, are indeed crimes. Consistent rule enforcement will require administrators to always deal with these activities using the same set of standards.

Student Involvement

Students have a duty and a right to be involved in the prevention and reduction of school violence. They also have a responsibility to avoid becoming victims to the extent they are able by, for example, walking in groups and avoiding high-risk areas of campus (Rapp et al., 1992). To ensure student involvement, schools should encourage all students to participate in decisions about school safety and discipline procedures and see that student leaders are trained to represent their fellow students on these issues (Scrimger & Elder, 1981).

DYNAMITE IDEAS:
Peer Helpers

Students with a problem at Granada Hills High School in California can use peer helpers to talk things out. The school has a Peer Assistance Center with both student and adult counselors. In addition to counseling, the Center offers information, referrals and assistance to combat drug and alcohol use, and help with issues such as child abuse, coping with adult authority, death and illness, improving communication, family concerns, financial problems, gang violence, handling emotional crises, health and legal issues, peer pressure, running away, etc.

An advantage of the program is that students with problems have the option of discussing them with peers in a non-violent, non-confrontational, non-authoritarian, and non-judgmental setting (NSSC, 1990c).

TABLE 8
Strategies to Increase Student Involvement in Violence Prevention Efforts

- Create a group of student leaders, representing formal and informal groups, to promote student responsibility for a safe school environment.
- Involve students in decision making about school rules, the discipline code, curriculum, books and materials, evaluations of teachers and administrators, and the development of after-school recreational, tutoring, and mentoring programs.
- Encourage teachers to involve students in decision making at the classroom level.
- Encourage students to establish local chapters of national safety groups, such as SADD (Students Against Drunk Driving) and Youth Crime Watch.
- Establish a crime prevention club, similar to a neighborhood watch for the school, which involves reporting incidents and offering rewards.
- Teach students to be responsible for their own safety and emphasize the importance of reporting suspicious activities or people on campus. Most administrators in urban school districts find out about a weapon in the school through a student tip.
- Teach courses in personal safety and assertiveness training.
- Train students to use conflict-resolution techniques and act as student mediators for conflicts among their peers.
- Use students to teach their peers about violence prevention. A similar strategy has been used successfully to teach adolescents about avoiding alcohol, cigarette, and drug use.
- Involve students in community service projects to improve the school and community environment and to help them learn personal responsibility.

(CDC, 1992; Gaustad, 1991; Governor's Task Force, 1979; Greenbaum, Gonzalez, & Ackley, 1989; NSSC, 1989, 1990a; Perry & Duke, 1978)

The test of life is not what he (the student) can do under a teacher's direction but what the teacher has enabled him to decide to do on his own.

M. Gibbons, "Walkabout: Searching for the Right Passage from Childhood and School," 1974

Peer Interaction

Students may benefit from long-term behavior modification techniques such as peer mentoring, peer mediation, guided group discussions, or behavior contracts (Governor's Task Force, 1979). Such programs give students a safe and controlled outlet in which they can speak with their peers about their problems and develop solutions. Students are empowered to make decisions about what the consequences of their acts should be.

In **peer mediation**, students are trained to help other students resolve conflicts. The peer mediators encourage disputants to use nonviolent ways of resolving differences and to arrive at mutually satisfactory solutions. For many students, being able to sit down and talk about disputes without the threat or fear of violence is an entirely new experience (Florida DOE, 1991).

Ideally representative of the entire student body, peer mediators are also trained in conflict management and communication skills to enable them to defuse anger, conflicts, rumors, and tension among their peers (NSSC, 1990b). This training typically includes discussions of possible responses to and consequences of violence as well as roll playing of mediated conflicts (CDC, 1992).

An elementary principal whose school has instituted peer mediation notes these benefits to students:

- Conflict managers learn and reinforce "people skills" that will be useful throughout their lives.
- Conflict-prone students, after repeatedly being guided through the resolution process, learn that they can find peaceful alternatives to conflict and that both sides in a dispute can "win."
- All students who observe the process, even if they are not directly involved as mediators or disputants, learn some of the skills (Welch, 1989, pp. 23, 31).

Another peer-directed strategy is student court (or peer review, honor court, or peer court) in which students have the authority to make disciplinary decisions affecting their fellow students. Selected by their peers or teachers, these student judges, lawyers, and jurors are trained by local justice system experts to try cases, make real judgments, and pass real sentences (Greenbaum, Gonzalez, & Ackley, 1989). Students on the court have full knowledge of the school's code of conduct and are trained to be consistent and non-judgmental in their actions. In most schools with student courts, offenders have the option beforehand of being tried by the student court or accepting standard administrative discipline procedures (Scrimger & Elder, 1981).

Staff Development and Inservice

Just as any school improvement effort requires staff development, efforts to improve a school's safety must address the informational and hands-on training needs of teachers and other school staff. Staff safety workshops might emphasize the relationship between a safe school and a quality education as well as the need for public support of the school and the impor-

DYNAMITE IDEAS:
Making Better Use of Homeroom

Seven Seminole County (Florida) middle schools have replaced the thirty-minute homeroom with group sessions designed to help students increase their self-esteem and learn to use communication as a means of conflict mediation and to prevent fights. For more information, contact Seminole County Public Schools, 1211 Mellonville Avenue, Sanford, FL 32771 (407) 322-1522.

tance of safety to garnering that support (Greenbaum, Gonzalez, & Ackley, 1989). Such workshops would also include information about proposed violence prevention strategies and the specific responsibilities of school staff for maintaining a safe environment.

Staff development in violence prevention may be provided by a variety of community resources (many of them available at no or little cost) including police officers, lawyers, judges, health and human service providers, probation officers, and representatives from institutions for juvenile offenders (Greenbaum, Gonzalez, & Ackley, 1989). Seminars and workshops can be videotaped for future reference and for new employees (California State DOE, 1989). Table nine suggests topics for staff development seminars which can be offered as par of the school's comprehensive violence reduction plan.

In addition to seminars and workshops, school staff can learn about many of these issues by observing colleagues and other professionals at work and sharing among themselves (Governor's Task Force, 1979). Universities and colleges should also be encouraged to include topics in personal and school safety in their courses for education majors, teachers, administrators, and counselors (California DOE, 1989).

TABLE 9
Possible Topics for Anti-Violence Seminars

- Social and other problems contributing to school crime and violence
- Understanding diverse cultures
- Implementation of disciplinary policies and procedures
- The law and school security
- General security of the school plant
- Laws regarding search and seizure
- The criminal justice system and the juvenile offender
- Victims' rights issues
- Sexual harassment and assault
- Date rape
- Illegal drugs on campus
- Gang awareness seminars
- Managing a confrontation
- The evolutionary development of a confrontation
- Intervening in a fight
- Crowd management at athletic and special events
- Bomb threat procedures
- Current discipline techniques for more responsive and positive interactions with misbehaving and troubled youth
- Effective classroom management
- First aid and CPR
- Unarmed self-defense
- Identifying and reporting child abuse
- Referring drug and alcohol use problems

(Blount, 1986; California DOE, 1989; Ciminillo, 1980; Gaustad, 1991; Governor's Task Force, 1979; Rapp, et al., 1992; NSSC, 1990b)

2. TEACHING NONVIOLENCE AND ALTERNATIVES TO VIOLENCE

Violence and empathy are mutually exclusive.
J. Gaustad, *Schools Respond to Gangs and Violence*, 1991

While a school can do much to create a safer environment for its students, preventing violence is the best long-term strategy. An effective way to prevent school violence is to teach students the behaviors, skills, and values that are associated with peaceful behavior within the school as well as the larger community. This section identifies a variety of instructional strategies designed to promote school safety by teaching students how to avoid or resolve conflict peacefully. Table ten list a number of educational ideas to help prevent violence.

TABLE 10

Educational Strategies for Violence Prevention

- Teach students about the nature and extent of violence in society and in their community. This is especially important for young people who have a natural tendency to believe they are immortal and to adopt an "it can't happen to me" attitude. Complement discussions of violence with instruction on how to avoid becoming a victim of crime.
- Prevent hate crimes by discussing and rejecting stereotypes of minority groups, encouraging interaction with members of different cultures, and encouraging an appreciation of diversity. Also, ensure that educational materials reflect the many cultures of this society. For more on educational tools for multicultural education, see SERVE's publication, *Appreciating Differences: Teaching and Learning in a Culturally Diverse Classroom* (Ploumis-Devick, 1992) which is listed in the Resources.
- Use existing courses to teach safety topics. For example, social studies or current events classes can discuss social unrest and resulting violence in society, English classes can write essays on self-esteem or interpersonal conflict, and art classes can design anti-violence posters.
- Teach students about the damaging effects of sexual harassment and sexual assault. From an early age, children can learn the difference between "good touching" and "bad touching," and that "no means no." Older students can have group discussions about dating and relationship expectations.
- Instruct students in laws that affect juveniles and the consequences for breaking these laws. Take students to visit a jail. Says Kean (1981), "The opportunity to observe incarceration firsthand and to discuss with prisoners their lives, purportedly has the impact of shock therapy" (p. 12). Encourage respect for the law through discussions of social contract theory and other purposes for creating laws.
- Tell students about the lethal impact of guns and the legal implications of carrying or using a gun. Try to counteract the attractiveness of guns to young people. While emphasizing that students should not carry guns, discuss gun safety as well.
- Videotape television news stories that describe actual incidents involving guns and have students watch and discuss them.
- Teach both elementary and secondary students to avoid gang activities and provide them with alternative programs to meet their social and recreational needs. Invite guest speakers who work with gang members, such as law enforcement or probation officers, to speak to classes or assemblies. Former gang members who have "turned their lives around" may also tell stories that inspire students to keep away from gangs.
- Teach problem-solving skills in both academic and social settings.
- Tell students that anger is an acceptable feeling, but that acting on anger in violent ways is unacceptable. Teach children how to express their anger nonviolently or to confront the source of the anger with plans to "work it out" through peaceful, problem-solving discussions.
- Teach students social skills such as how to use self-control, communicate well with others, form and maintain friendships, etc.
- Talk with students about being "good sports" to discourage the disruptive and sometimes violent behavior that can break out at school athletic events. Encourage coaches, teachers, parents, and other adults to set good examples.

(Bodinger-DeUriarte & Sancho, 1992; CDC, 1992; Ditter, 1988; Gaustad, 1991; Gregg, 1992; Greenbaum, Gonzalez, & Ackley, 1989; "The Killing Grounds," 1991; NSSC, 1989, 1990b; Prophet, 1990; Scrimger & Elder, 1991)

DYNAMITE IDEAS: Gun Awareness

In January 1993, the Dade County (Florida) school district became the nation's first to offer a mandatory "gun awareness" program to all of its K-12 students. The purpose of the program is simple: to let students know that guns kill. Through lectures, skits, and films, elementary school children are taught to stay away from firearms and to alert an adult if they see a gun where it does not belong.

The curriculum for grades seven to twelve delivers the same message with graphic reinforcement; doctors from the University of Miami's medical center demonstrate, with slides and charts and in unflinching detail, how, for example, a bullet can rip through body tissue and sever the spinal cord. The program is supported by local law enforcement agencies and by the larger community.

For more information, contact Bill Harris, Gun Control Department, School Board of Dade County, 1450 Northeast Second Avenue, Miami, FL 33132 (305) 995-1986.

One way to approach violence prevention is through classroom management practices. In addition to helping promote nonviolent behavior, the following strategies recommended by the California State Department of Education (1989) help foster academic achievement:

- Integrate students of all academic levels whenever possible.
- Use cooperative learning procedures and make the development of each student's self-esteem a primary objective of cooperative experiences.
- Involve students in classroom management procedures.
- Encourage parent participation in class activities.
- Require regular homework assignments to reinforce learning and provide the opportunity for students to practice personal responsibility.
- Keep class size small whenever possible.

Another way to prevent violence is by paying special attention to aggressive behavior in young students, such as school bullies, whose conduct may eventually lead to more violent behavior. Because these children often lack social and reasoning skills, do not know how to control anger, and tend to be more self-centered than their peers, they need to be taught how to interact more successfully with others. This instruction might range from simple skills, such as how to start a conversation, say "thank you," compliment someone, or ask for help, to much more complicated skills, such as coping with failure or embarrassment, reacting appropriately to an accusation, or setting personal goals (Eron, 1987). Another effective strategy with aggressive young students is to pair them with older students in social or academic settings; those who are bullies in their peer group are more likely to be willing "followers" among older students (Hoover & Hazler, 1991).

School and Community Service Projects

School and community service projects also offer students viable alternatives to violence. Through these projects, students perform beneficial services for their school or community through activities ranging from painting scenery for a school play to doing chores for the elderly. Community service projects are sometimes integrated with academics through service-learning units in which students discuss or write about their community service activities as part of their regular studies. Some schools incorporate community service into their regular curricula. For example, graduation requirements for students in Atlanta, Georgia, and the state of Maryland include 75 hours of service to the community (Elkind, 1988).

Designed to promote self-esteem, citizenship, and other qualities, school and community service also helps prevent violent behavior by

- enhancing students' sense of empowerment as they "give something back" to the community;
- encouraging students to care about others and behave accordingly;
- helping students develop problem-solving, social, and employment skills;
- fostering interaction among students from different racial, socio-economic, and cultural backgrounds; and
- providing students opportunities to give help to and receive help from peers (Follman et al., 1992)

In one type of service project that has gained popularity across the country, older at-risk students tutor and act as mentors for younger at-risk students. If the older students are properly trained and the program is well structured and monitored, both the older and younger students benefit. Not only do both make better grades, but many programs, such as the one at Caloosa Middle School in Lee County, Florida, report improved attendance and few disciplinary referrals as well.

Counseling

Counseling is often necessary both for the assailant and the victim in cases involving violence. Forms of counseling include simply providing a "time out" and an opportunity to talk with someone, offering individual or group sessions to discuss problems, working to modify behavior and producing contracts for doing so, or offering educational or therapeutic sessions and seminars. As part of their violence contingency plans, schools and districts should make advance arrangements with local psychologists, therapists, psychologists, counselors, and others with special experience in dealing with violent offenders, victims, the grieving process, and violence prevention. These experts can be called on short notice in the event of a crisis and can also provide long-term support.

Character Education

Students who cannot follow rules do poorly in school and often disrupt the education of others (McKelvey, 1988). Since some children lack the social skills and self-esteem necessary for appropriate behavior, schools must often take an active role in children's character education. Schools must teach students how to interact positively with others, preparing them for responsible citizenship as adults.

DYNAMITE IDEAS:
Positive Role Models

Many schools use adult mentors to counsel and tutor at-risk students, and mentors can sometimes help students in ways that schools cannot. Approximately thirty years ago, a promising 14-year-old athlete, who was also a gang member and had just finished two days of detention for stealing from a liquor store, was given the opportunity to spend an afternoon with his hero, baseball star Willie Mays. The young man, named Orenthal, tagged along as Mays ran several errands—going to the cleaners, making plans for a banquet, and stopping by his San Francisco home.

All the while, Orenthal expected a lecture from Mays, but it never came. Instead, the two simply talked about baseball, cars, and who was going to win the pennant while Orenthal observed, with increasing appreciation, how a respected and famous man conducted his daily affairs. After a few hours, Mays took Orenthal home. Resolving to be like Mays, Orenthal cleaned up his act, graduated from high school and college, and went on to an unparalleled football career under his more well-known nickname, "O. J." Simpson.

"Willie Mays is no teacher," says Simpson, "any more than I am a teacher today. He just tried to give me a good example to follow. . . . I had an entirely different outlook on everything after that day with Willie Mays. . . . That time with Mays made me realize that my dream was possible. Willie wasn't superhuman. He was an ordinary person, so there was a chance for me" (Kleiner, 1987, p. 110-111).

DYNAMITE IDEAS: Teaching Values

In 1982, the Baltimore County (Maryland) Public Schools established a task force to study values education and developed a community consensus for teaching values. Citing the U. S. Constitution and the Bill of Rights as the basis for their program, the task force decided to infuse values into every aspect of the educational process.

Values education in the Baltimore County schools includes:

- the study and practical application of ethics and conduct codes acceptable to society;
- the development of skills necessary to determine right from wrong, to understand consequences, and to make appropriate choices; and
- an opportunity for students to examine and revise the underlying principles that govern their conduct, choices, and attitudes.

The task force formulated a "common core" of values for a democratic and pluralistic society. These are compassion; courtesy; critical inquiry, due process, equal opportunity, freedom of thought and action, honesty, human worth/dignity, integrity, justice, knowledge, loyalty, objectivity, order, patriotism, rational consent, reasoned argument, respect for others' rights, rule of law, responsible citizenship, self-respect, tolerance, and truth.

For more information, contact Phyllis Bailey, Office of Social Studies, Baltimore County Public Schools, at 825 Providence Road, Towson, MD 21204 (410) 887-4017.

The Character Education Institute identified a list of 15 values that they have determined to be shared by cultures around the world: honesty, truthfulness, justice, tolerance, generosity, kindness, helpfulness, honor, courage, conviction, citizenship, freedom of speech, freedom of choice, the right to be an individual, and the right to equal opportunity and economic security (Grossnickle & Stephens, 1992). Teachers can foster the development of these values by teaching students how to resolve disputes, make good decisions, and work cooperatively with others.

One type of character education that has been used successfully by schools across the nation is values education. Through values clarification, students discuss their belief systems with their peers and teachers and learn to recognize beliefs that are incompatible with nonviolence. Students are also taught the importance of abiding by laws, accepting other cultures, and resolving conflicts peacefully. Designed to avoid indoctrinating students with one set of beliefs, values clarification guides students in developing a better understanding of their personal and family values.

Teachers can also help students develop a sense of personal and social responsibility through character education. Lessons on accountability for one's actions, patience and delayed gratification, consequence-guided decision making, and knowledge gained from failures as well as successes may be especially beneficial in what Grossnickle and Stephens (1992) term this "culture of impulse."

According to Grossnickle & Stephens (1992), one way in which schools may emphasize character education in their educational agenda is to reinstate the "other side of the report card"—those measures that were once used to reflect a student's non-academic progress in social and classroom settings. Such measures typically included

- being courteous,
- playing and working well with others,
- following school rules,
- respecting the property of others,
- coming to school prepared,
- using careful methods of work,
- completing work on time, and
- observing traffic and safety rules (p. 31).

Conflict Resolution

Just as we cannot expect children to read without first showing them how, we cannot expect them to peacefully resolve their conflicts without first being shown how. In far too many families, children have no effective role models for conflict resolution; they react violently to stressful situations because that is what they see at home. Accordingly, many schools are establishing formal conflict resolution programs. Conflict resolution involves teaching students how to resolve disagreements nonviolently by working together to arrive at mutually acceptable compromises (Inger, 1991). Students are taught to settle disputes by going through the process of conflict resolution, which typically includes active listening, acceptance of others' viewpoints, cooperation, and creative problem solving. Children, starting as young as age five or six, are taught that preventing violence and resolving conflict is a "win-win" proposition. The following steps are usually involved in a "win-win" conflict resolution:

1. Define the problem with mutual agreement on circumstances.
2. Generate possible solutions.
3. Evaluate solutions and eliminate inappropriate ones.
4. Negotiate the most mutually acceptable solution.
5. Determine how to implement the decision.
6. Assess how well the solution solved the problem (Perry & Duke, 1978, p. 85).

Students can either practice the conflict resolution process when settling their own disputes, or teachers, parent volunteers, or students can be trained as mediators to help disputants resolve their conflicts. In schools with conflict resolution programs, students report feeling better about themselves and safer at school, teachers report fewer fights and more caring student behavior, and conflicts are handled more quickly and remain resolved. Peer mediation has been especially effective in dealing with bullying behavior (Olweus, 1987). Many schools are finding that some of the best peer mediators are students who had previously been considered troublemakers (Inger, 1991); given the opportunity to contribute meaningfully to school activities, these students develop a sense of importance while reinforcing skills that can be used when they find themselves in conflict with others.

DYNAMITE IDEAS: Mediating Disputes

At Gilmore Middle School in Racine, Wisconsin, inner-city neighborhood children mix with affluent suburban kids and bused-in rural residents, creating what administrators feared could be "a recipe for disaster." Yet Gilmore has had "incredible success" in turning everyday conflicts into constructive learning experiences, due to a program called Mediated Dispute Resolution (MDR). In a typical mediation session, the two antagonists sit down with a trained student mediator in a designated sequestered area. The student explains the ground rules, and usually, in about twenty minutes, the disputants themselves have talked through their problem, brainstormed their own solution, and signed a written agreement.

Students and staff alike support the MDR program. In fact, in about 75 percent of the mediation cases at Gilmore, at least one of the students involved has requested the help of a student mediator. In addition to the success of the program in reducing staff intervention, school administrators and teachers like what the participants are learning: disputants learn to resolve differences in a meaningful way, and student mediators learn a wide range of leadership and coping skills. For more information, contact Suzanne Miller, Assistant Principal, Gifford Elementary School, 8332 Northwest Avenue, Racine, WI 53406 (414) 886-9191.

DYNAMITE IDEAS: D.A.R.E.

In 1983, the Los Angeles Police Department, in conjunction with the Los Angeles Unified School District, launched the Drug Abuse Resistance Education (D.A.R.E.) program to help prevent alcohol and other drug abuse. D.A.R.E. is a curriculum designed to help elementary school students develop skills to resist peer pressure to experiment with alcohol and other drugs. It is presented by uniformed law enforcement officers working in cooperation with classroom teachers to form an effective team to present drugs abuse prevention education.

The 17-week curriculum package (usually presented to fifth or sixth graders) includes a broad range of lessons about alcohol and other drugs, their effects, and resistance techniques.

North Carolina houses one of five regional training centers nationwide responsible for providing and coordinating D.A.R.E. officer training. The Florida Department of Law Enforcement is presently undergoing review to receive accreditation as an additional regional training center site.

For information about D.A.R.E. programs, contact Betty Romminger, Florida Department of Law Enforcement, Post Office Box 1489, Tallahassee, FL 32302 (904) 488-0586.

3. COLLABORATING WITH OTHER PROFESSIONALS

Developing solutions to the social problems that affect the safety of a school requires expertise often far beyond that of educators.
California State Department of Education, *Safe Schools: A Planning Guide for Action*, 1989

In planning activities and implementing strategies to reduce violence, schools should seek the assistance and expertise of other organizations. Too often, the comprehensive needs of children and youth go unmet due to a lack of interagency collaboration, and the blame for failure gets passed from one agency to another. For example, principals often blame the juvenile justice system for their problems with violent students, but admit that they know little about the system, how it operates, or how to work with it (Reaves, 1981). At the same time, law enforcement officials are frustrated by school policies that place disruptive youth out on the streets. Schools can take the lead in seeking to establish collaborative relationships with other agencies so that violence can be reduced, education can be enhanced, and children can be successful.

While the most important collaborative relationship for addressing school violence is between the school and local law enforcement agencies, other agency representatives, including social service providers and policymakers, should also be involved in efforts to reduce and prevent violence among young people.

Collaborating with Law Enforcement

Instead of just calling on them during a crisis or violent incident, schools need to establish and maintain an ongoing relationship with police. This relationship can be initiated by school or district administrators and might begin with an introductory meeting at which both parties brainstorm ways they can help one another. If the police precinct has a public relations officer, he or she can be invited to make the initial visit to the school and talk with the principals and other school staff. As collaborative strategies develop, the school and police department will need to establish specific policies regarding each organization's roles and responsibilities in working together (Gaustad, 1991).

Blount (1986) recommends that the principal designate as the "police liaison" that staff member who is directly responsible

for maintaining discipline in the school. He or she would receive all reports from students, staff, and parents of suspected or actual violent behavior, and would make all school requests for police assistance or information. Communication from the police liaison would go to a school liaison officer designated by the police department. Together, and in consultation with the school safety committee, these two professionals could establish procedures for sharing information about potential crises, discussing trends in school violence, and reporting criminal incidents to the police (Blount, 1986). School administrators and directors of school security have found that police officers who have some college education, experience working with youth in the past, and good communication skills are usually the best choices for school-police partnerships (Gaustad, 1991).

The U. S. Department of Justice (1986) suggests that schools and law enforcement agencies can assist one another by

- sharing information on the frequency and proportion of crimes in schools in relation to the same types of crime committed in the community;
- jointly defining offenses and deciding which acts should be addressed cooperatively;
- jointly reviewing policies and procedures for handling students who commit crimes in schools, including guidelines for police entering a school, interviewing students and staff, and making an arrest on school grounds; and
- jointly participating in planning and implementing programs to prevent school crime and student misbehavior (pp. 61-62).

As students become more comfortable relating to law enforcement officers, their appreciation for them and the laws they enforce will increase.

A benefit of collaborations between schools and police is that officers have the opportunity to develop positive relationships with students through class presentations and friendly interaction on a daily basis. According to Greenbaum, Gonzalez, and Ackley (1989), as students become more comfortable relating to law enforcement officers, their appreciation for them and the laws they enforce will increase. Students are, therefore, more likely to report suspicious activity in the school or community when they have gotten to know the police officers through nonconfrontational situations (Gaustad, 1991).

Law enforcement officials also have great potential as mentors and guides for students who may be or are likely to get into trouble. There have a been a number of cases in which police officers have helped former gang members turn their lives around by listening to their problems, treating them as equals, helping them set goals, assisting them in finding jobs, and

DYNAMITE IDEAS: School Resource Officers

The School Resource Officer (SRO) program places a law enforcement official in a school full time to provide a variety of services to students and staff. The roles of SROs varies widely from school to school, but their duties can include such activities as instructing classes on law, drug and alcohol abuse prevention, and life skills; teaching the certification course for D.A.R.E. (Drug Abuse Resistance Education) or similar programs; serving as a visible and positive image for law enforcement; offering counseling to students; and providing law enforcement on the campus.

Participating schools and law enforcement officials have found the SRO program successful in helping reduce school violence, improve school-law enforcement collaboration, and improve perceptions and relations between students and law enforcement.

For more information, contact Jim Corbin, President, National Association of School Resource Officers, 4222 Old Dominion Road, Orlando, FL 32812 (407) 898-5491.

getting to know their families (Gaustad, 1991). When informing parents and community members about the full-time or occasional presence of police officers on school campuses, such positive results should be highlighted to assure parents that the presence of law enforcement at school does not necessarily mean that there are serious problems (Gaustad, 1991).

Other Agencies

Other collaborative relationships can help the schools reduce violence by ensuring that students' basic needs are being met. School staff may wish to contact the following professionals:

- social service providers (counseling, conflict resolution, parent education)
- early childhood specialists (social skills, dealing with bullies, identifying child abuse)
- mental health/family counselors (counseling, therapy in aftermath of violence)
- medical practitioners (recovery after violence crisis; describing effects of weapons on the body)
- court judges and probation officers (legal ramifications of violence)
- parks and recreation department representatives (constructive activities as alternatives to violence)
- staff of state departments of education, health, and human resources (technical assistance, materials, financial assistance)

Each organization can identify one or more key contact persons that school staff can call to discuss collaborative strategies or to work together on behalf of a particular student. These collaborative relationships might net the following results:

- a resource guide of educational, social, and community-based services for students and their families
- guidelines for the hiring, training, pay, and employment of school security guards
- creation of a task force to design a comprehensive plan of action for reducing gang activity in the community
- summer activities for youth
- linkages to early childhood education programs so that the message of nonviolent behavior is initiated at the beginning and reinforced throughout a students' school career (California State DOE, 1989; Gaustad, 1991; Governor's Task Force, 1979; Kean, 1981; Prophet, 1990)

For more information about developing collaborative relationships among human service providers, addressing confidential-

ity issues, and meeting students' and families' service needs, educators can refer to SERVE's publication, *Interagency Collaboration* (Kadel, 1992), which is listed among the annotated resources.

The Florida Department of Education, in collaboration with law enforcement and other agencies, is developing and will implement a comprehensive plan to reduce school violence and prevent student crime. The Safe Schools, Safe Communities Action Plan will focus on activities that enhance local law enforcement and law enforcement partnerships; publicize best practices in the area of interagency collaboration; implement a uniform statewide data collection system for incidents of violence; and otherwise help reduce student crime and violence. See Appendix H for a complete description of the Action Plan.

4. INVOLVING PARENTS AND THE COMMUNITY

Violence is everybody's problem. Parents and community members must, therefore, be enlisted to reinforce lessons learned at school, help with activities that promote family and neighborhood unity, alert officials when there is a potential for violence, and work to reduce violence in the community as well as the school.

> *The foundation for good discipline begins at home. Parental discipline guides children toward acceptable behavior and teaches them to make wise and responsible decisions. Further, proper discipline helps transmit parents' and society's values. To extend discipline to school, it is important that parents support school rules and let their children know that they are expected to follow those rules.*
>
> A. Rapp, F. Carrington, and G. Nicholson
> *School Crime and Violence: Victims' Rights*, 1992

Parents may also need instruction in skills and strategies that will help them raise nonviolent children. As Hranitz and Eddowes (1990) put it, "Parents usually want the best for their children. An inability to cope with frustrations, stresses and their own needs often defeats their efforts at successful parenting" (pp. 4-5). See Table 12 (p. 44) for suggestions for helping parents raise nonviolent children.

TABLE 11.
Policies, Programs, and Legislative Initiatives for Reducing School Violence

- Laws that prohibit carrying concealed weapons, that make it harder to buy and sell guns, and that increase criminal penalties for non-compliance
- Policies that establish "Safe School Zones" with stiffer penalties for selling weapons or drugs within 1,000 feet of a school
- Policies that automatically transfer from juvenile to criminal court cases of minors above age 14 charged with possessing or using a weapon on school grounds
- Laws that penalize adults when their weapons are found in a minor's possession
- Stiffer penalties for assaults on school staff or on school grounds
- Smaller schools and/or scheduling policies that reduce teacher-student ratios
- Increased funds for programs aimed at preserving and strengthening the family unit
- Legislation (such as California's constitutional amendment) affirming students' and staffs' right to a safe school

(CDC, 1992; Gaustad, 1991; Gottfredson, 1983; Hranitz & Eddowes, 1990; NSSC, 1990b)

TABLE 12
Suggestions for Helping Parents Raise Nonviolent Children

- Provide parents information on raising and managing children, help in coping with a family crises, parenting skills classes, and information on child development.
- Offer family and/or individual counseling, especially in cases of domestic violence or child abuse.
- Develop a "parents' guide" that describes parental responsibilities to prevent violence and legal responsibilities of parents whose children commit acts of violence in school. This information can be included with a listing of family services in the community.
- Inform parents about the effects of alcohol and drug use and tell them the signs to look for in determining whether their children are using drugs.
- Inform parents about gangs in the community. Send home explanations of dress codes that prohibit gang attire, and give parents tips for identifying signs of gang involvement.
- Encourage parents to inform school officials immediately if they suspect that their child is being bullied or victimized at school. Teach them to look for symptoms of victimization in their children, such as a withdrawn attitude, loss of appetite, or hesitation to go to school .
- Notify the parents of both victims and bullies about the problem. Help parents of victims develop strategies for their children to make new acquaintances and form healthy relationships. Help parents of bullies monitor their child's activities, praise prosocial behaviors, and use non-physical punishments for misbehavior at home.
- Discuss student fear and apprehensiveness with parents; be sure that they understand the importance of talking with their children about fear related to school and the need to reassure children in whatever way is necessary.
- Educate parents to discourage aggressive behaviors and encourage prosocial behaviors at home.
- Help parents teach their children to be assertive but not aggressive. Advise parents not to tell children to "fight back" but to stand up for themselves verbally. (The "fight back" message encourages violence and tells children that they are alone in solving their problems.)
- Advise parents that physical punishment legitimizes the use of force and should be avoided as a form of discipline.
- Encourage parents to monitor the television programs and movies that their children see and to limit or eliminate violent programming.
- Encourage parents to teach values at home and foster their children's social responsibility and moral character.
- Teach parents to talk and listen to their children. Emphasize the importance of investing quality time in their children.

(CDC, 1992; Eron, 1987; Gaustad, 1991; Governor's Task Force, 1979; Greenbaum, Turner, & Stephens, 1989; Grossnickle & Stephens, 1992; Hranitz & Eddowes, 1990; Wayne & Rubel, 1982)

Parent involvement in anti-violence efforts gives legitimacy to school strategies and demonstrates to students that schools and families will not tolerate violence. Parents are more likely to get involved if they are invited to the school and made to feel welcome. Security procedures at the school should be no more threatening to parents than they are to students (NSSC, 1990). The following list provides strategies and activities that schools and districts can employ to increase parent involvement in violence prevention efforts and also help prevent violence at home.

TABLE 13
Strategies for Increasing Parental Involvement in School Efforts to Reduce Violence

- Include parent representatives on the school safety committee and school improvement team to help make decisions and recommend strategies.
- Hold some meetings at breakfast, lunch time, or during evenings to allow more parents to participate.
- Send a copy of the school's discipline code to all parents and enlist their support in enforcing it.
- Create a parent telephone network to encourage parents to attend school events and meetings.
- Sponsor a "Generation Night Open House" in which students bring as many family members as possible to tour the school, meet staff, and socialize with other families. Have a photographer take family pictures and display them in the school.
- Call parents at work or send a brief note home to inform them about their children's accomplishments.
- Recruit parents and their children during the summer to help paint, clean, or repair the school and grounds.
- Develop parent-student homework assignments with safety themes, such as comparing school or community crime problems today to those twenty years ago.
- Use parent volunteers to patrol schools and to keep an eye out for escalating conflicts at athletic events.
- Invite parents to be part of a School Crime Watch program, both as organizers and to provide security when needed. (California State DOE, 1989; Greenbaum, Gonzalez, & Ackley, 1989)

DYNAMITE IDEAS:
Involving Parents in Anti-Violence Efforts

- In Winnetka, Illinois, mothers take turns sitting in the reception area and screening all visitors. In Cornwall, New York, parents are paid to patrol the high school halls. At Bassett High School in La Puente, California, parent patrols have been used since 1981 and crime has decreased by half.

- An inner-city high school in Los Angeles stations parents in the school bathrooms as a security measure; the school principal believes this move has been a major factor in the reduction of violence and drug use at the school (Greenbaum, Gonzalez, & Ackley, 1989, p. 31).

- At four Houston, Texas, schools, approximately sixty parents each day volunteer to help deter violence, crime, and drug activity, according to the *Houston Chronicle* (Karkabi, 1992). Parents roam the halls, monitor traffic, carry walkie-talkies, and provide on-the-spot assistance and counseling when needed. At two of the schools, fighting has been reduced by 75 percent.

Community

Recruiting community support for violence prevention efforts and other school activities can be difficult. Often, communities that are most affected by crime have enough difficulty dealing with neighborhood problems, let alone problems in the school (Menacker, Weldon, & Hurwitz, 1990). Another obstacle to garnering support is that a school suffering from crime and violence problems may also have a poor reputation in the community. In addition, since less than one-third of adults have school-aged children, most community residents have little interest in school affairs. On the other hand, violence has economic implications that may prompt community support for school efforts; property values are lowered when schools have poor reputations or when the neighborhood is plagued by crime and vandalism (Greenbaum, Gonzalez, & Ackley, 1989). Communities and schools need to work together for their mutual benefit, and schools can take the initiative to collaborate. Table 14 recommends a variety of strategies to involve the community in violence reduction efforts.

Violence has economic implications; property values are lowered when schools have poor reputations or when the neighborhood is plagued by crime.

Gottfredson (1983) offers schools and communities these words of advice regarding efforts to reduce school violence:

- Don't expect spectacular or immediate results.
- Be skeptical of any claim that purports to be *the* solution to the problem of victimization.
- Try promising strategies for reducing school disruption.
- Monitor the implementation of programs and see that they really are implemented as planned.
- Evaluate prevention programs and make changes as needed.
- Expect some failures. Evaluations sometimes reveal that honest efforts do not always produce positive results. Learn from your experience, design a new program, and evaluate that.
- Make your entire school community aware that reducing victimization is everyone's concern.
- Persevere. Schools *can* take specific steps to reduce violence against teachers and students. Your firm resolve to create a learning environment that is safe for everyone is the first step.
- Celebrate and publicize your successes (p. 21).

TABLE 14
Suggestions for Promoting and Making Use of Community Support

- Solicit advice from community residents on addressing school problems that they identify.
- Invite members of the community to visit the school and discover ways in which they can become involved.
- Develop a resource file of influential community residents—movers and shakers—who are known for their ability to shape public opinion and keep them informed about all school activities and projects.
- Include a representative from the community on the safe school committee; encourage a sense of "our" school, not "their" school, in community residents.
- Use the attention that school crime and violence receive to pressure local politicians and police forces to focus more efforts on the areas in which schools are located.
- Kick off community activities for violence prevention during America's Safe Schools Week which is the third week in October.
- Ask news organizations to cover school safety activities and to emphasize the school's and community's efforts to reduce violence. Publicize violence prevention efforts through public service announcements, educational video programs, appearances on local news shows, posters, brochures, and other print materials.
- Develop a school safety fact sheet that is updated and distributed on a regular basis; include numbers and types of incidents, discipline actions taken, vandalism, and repair costs.
- Set up school information booths at local community events.
- Publish a newsletter from the principal and distribute it widely. Include information about school and community efforts to reduce violence as well as general information about school activities.
- Use the school's and/or district's emblem and logo to present a unified image in all publications and announcements.
- Ask businesses to allow employees time off to volunteer at schools or participate in school activities. Promote Adopt-A-School programs by local businesses.
- Encourage community organizations to use the school in the afternoons, evenings, and on weekends.
- Ask church leaders and clergy to help with violence prevention efforts at the school and with efforts to involve the community.
- Invite local government officials to school events.
- Encourage adults in the neighborhood to create and lead after-school youth clubs, community athletic teams, and other recreational programs.
- Recruit volunteer mentors and tutors from local colleges, universities, and businesses.
- Ask community residents to volunteer their homes as "safe houses" where children can go if they are threatened while walking to and from school or waiting at the bus stop. These homes can have signs in their windows designating them as safe houses; screen volunteers closely before including them in the program.
- Request that residents near the school take part in a nighttime school watch program and report any unusual activity at the school to the police.
- Honor a citizen-of-the-week at the school.

(California State DOE; 1989; Ciminillo, 1980; Greenbaum, Gonzalez, & Ackley, 1989; Menacker et al., 1990; NSSC, 1990a, 1990b)

SECTION III - CAUSES AND CONSEQUENCES OF STUDENT VIOLENCE

1. Roots of Violence

Society

- Weapons
- Cycle of Disadvantage
- Hate Crimes
- Gangs
- Drugs
- Violence in the Media
- Sexual Misconduct/Battery

Family

Individual Characteristics

School

2. Effects of Violence

- On Students
- On Teachers
- Litigation

SECTION III - *CAUSES AND CONSEQUENCES OF STUDENT VIOLENCE*

1. ROOTS OF VIOLENCE

Students act out violently for multiple reasons. Their families may be abusive and chaotic. Their communities or peer groups may accept, even encourage, violent behavior. Anger, fear, and frustration may spur them to lash out at perceived threats, to defend themselves, or take revenge. Or they may never have been taught how to attain goals in nonviolent ways.

J. Gaustad
Schools Respond to Gangs and Violence, 1991

Researchers and educators point to a variety of societal, familial, individual, and educational factors which lead to violence in school. Violence permeates our arts, sports, entertainment, literature, and our cities and towns. All children and youth in the United States live in a violent society whether or not their own neighborhoods are considered unsafe. According to the U.S. Department of Justice (Kalish, 1988), the rate of violent crime (homicide, rape, and robbery) is four to nine times higher than rates in Europe, and the U.S. homicide rate is between eight and twenty times higher than that of other developed countries (Fingerhut & Kleinman, 1990). Approximately one out of every 18 youths in America is assaulted, robbed, or raped each year (Wetzel, 1988).

Such a degree of violence is bound to make its way into schools even when precautions are taken. In fact, many schools deserve praise for making their environments much safer than the neighborhoods in which they are located (Menacker et al., 1990); students who have reason to be fearful in school consistently rate places in their neighborhood—subways, parks, and streets—as more dangerous (McDermott, 1983).

Socially disorganized, crime-ridden neighborhoods produce socially disorganized, crime-ridden schools.

J. Menacker, W. Weldon, & E. Hurwitz, *Community Influences on School Crime and Violence*, 1990

While explanations of the roots of violence in our society are beyond the scope of this publication, a number of societal ills can be linked directly to violence among youth: the accessibility and glamorization of weapons, prejudice and discrimination, gangs, the availability and use of illegal drugs, the "cycle of disadvantage," violence in the media, and what some see as a lack of moral foundation for society.

Weapons

Whatever one's position on gun ownership, it is beyond dispute that the United States is a gun-toting society. Half of the households in the United States possess at least one firearm (Wright, Rossi, Daly, & Weber-Burdin, 1983), and there are

DYNAMITE IDEAS:
Ebony Knights: Intervention for Minority Boys

The Ebony Knights, a middle school mentoring group in Apopka, Florida, is working to keep at-risk minority boys on track with activities like poetry and community service. According to Program Director Lee Norris Rayam, "It's more than education; it's more than sitting in a classroom. You've got to give them life skills. We're showing a group of black boys with promise where their promise is."

The Ebony Knights is geared toward minority male students age 11 to 14 with academic or behavioral problems. The program is funded by the U. S. Department of Justice and the Florida Department of Health and Rehabilitative Services. Participants do homework for several hours after school and take part in a group session called a "brothers' conference," where they talk about the school day and develop solutions to problems they encounter.

The Ebony Knights group is part performance group and part service club. It presents dramatic readings of poems such as "I Am What You Call a Statistic." The program's mentors say the youth apply their enhanced skills in self-discipline to learning the poems, completing their schoolwork, and interacting with others successfully. Participants are taught to be loyal to family and friends, and participate in community service activities (L. Rayam, personal communication, June 23, 1992).

approximately **200 million guns** in this country (Olinger, 1991). Students can buy guns off the street for as little as $25 or "borrow" them from parents. Students might then carry weapons to school to show off, protect themselves, to seek revenge on someone else, or to participate in gang- or drug-related activities. Peer pressure is a factor too; if a youth's friends begin to carry weapons, he or she may also want or feel the need to carry one.

As frightening as all this weapon-carrying may sound, an even greater concern is that many students seem to be unaware or unaffected by the lethal impact of guns. Says Lawton (1991), "Unlike choking a victim or stabbing him with a knife, a cold detachment can reign over the user of a gun" (p. 14). Young people may not make the deadly connection between the assailant, the trigger, the bullet, and the victim.

Accidental deaths due to firearms also occur, usually as a result of children playing with parents' guns. In 1991, the Florida Legislature passed a law making parents and guardians criminally liable if children are wounded or killed with their (the parents') guns. There is no evidence, however, that this law has reduced the number of child-related gun accidents or homicides. The few cases which have been brought to court have met with mixed results; guardians found negligent have usually been deemed by juries to "have suffered enough" at the loss of their children and have not been sent to jail.

The Cycle of Disadvantage

Schorr (1988) coined the phrase "cycle of disadvantage" to describe the situation in which many young people find themselves when growing up in families and communities with high rates of poverty, teenage pregnancies, and unemployment; poor physical health; and/or low levels of education. Coupled with increasing homicide rates in many urban communities, it is not surprising that such risk factors suggest to many young people that they have little chance to succeed in the future even if they live to see it. Padilla (1992) found that gang members turn to drug dealing and gang affiliations because they do not believe that they can achieve their material goals through traditional jobs. As Padilla explains, "These young men do not believe in the power of education to be the 'great equalizer' nor do they see existing 'legitimate work' as capable of leading them to a successful, meaningful life" (p. 102).

Some violent students may be acting out in frustration against a society that they perceive as inherently unequal and indifferent to their needs and expectations. Perry (1987) notes that children who

are subjected to repeated frustrations, rejection, and other aversive stimuli over a long period may eventually learn to strike back with aggression and come to perceive the world as a hostile place. Also, violence and criminal behavior may serve as a form of recreation for young people who cannot find jobs or more appropriate leisure-time activities.

Research supports the notion that poverty plays a far greater role than race in determining whether a person is likely to engage in violence or become a victim of it. A study examining homicide rates between races found that when the populations were compared by socioeconomic status, no significant difference in homicide rates between races was found (Centerwall, 1984, p. 1813-1815).

African-American and other minority youth represent a disproportionate fraction of the poor. In their everyday lives, they face difficulties, including prejudice, limited opportunities, and lack a of role models, which create a "free floating anger." According to Akbar (1980), these youth often lack experience or knowledge in how to respond to their anger constructively, and the result can be violent. This situation may partly explain why, although African-American students represent only one-fourth of the student population nationwide, they make up approximately forty percent of all suspended and expelled students (Wheelock, 1986). A Boston study found a two-to-one suspension ratio between African-American and white students and that thirty percent of the suspensions involved violent incidents (Boston Commission on Safe Public Schools, 1983).

The wide disparity in suspension rates by race also suggests that many schools may be unprepared to handle the often different needs and learning styles of minority youth, and that such youth receive harsher punishments. School administrators responsible for enforcing conduct codes walk a fine line when the issues of race, violence, and discipline intersect. As administrators see it, disparities in suspension rates are not based on race but are instead a reflection of a variety of factors including student poverty; lack of parent involvement or role models, unhealthy family environments (which cross all socioeconomic levels); and school efforts to be consistent in applying stringent discipline codes. "We are a strict school," explains a middle school principal whose school has a 53 percent suspension rate (i.e., there was an average of more than one suspension for every two students during the 1990-1991 school year); "we do not put up with children behaving in ways that are inappropriate" (Silva, 1992, p. 4A).

DYNAMITE IDEAS:
Interdisciplinary Curriculum to Reduce Violence

Violence Prevention: Curriculum for Adolescents is an established program to help adolescents deal with anger in productive, nonviolent ways. First introduced in Boston, the program is now having success, particularly with at-risk students, in schools around the country. The program is designed to raise students' thresholds for violence by

- providing students with statistical information on adolescent violence and homicide;
- presenting anger as a normal, potentially constructive emotion;
- giving students opportunities to discuss potential gains and losses from fighting and alternatives to violence;
- having students analyze situations that lead to violence and practice avoiding fights by engaging them in videotaped role plays; and
- creating a classroom ethos that is non-violent and that values violence prevention behavior (Prothrow-Smith, 1987).

Violence Prevention is one unit in the Teenage Health Teaching Modules program, which emphasizes the development of self-assessment, communication, decision-making, health advocacy, and self-management skills in adolescents.

For more information, contact Teenage Health Teaching Modules, Education Development Center, Inc., 55 Chapel Street, Newton, MA 02160 (617) 969-7100.

Schools with effective violence prevention programs scrutinize their suspension rates to determine whether some students receive more severe punishment than others. These schools recognize the emotional, socioeconomic, and cultural contexts from which student violence often springs and take steps to reduce the number of suspensions and expulsions meted out to minority students. They also make every effort to have administrators and staff reflect the diversity of the student population. The best way to reduce suspensions is to reduce the rates of violence that lead to suspension in the first place. It is, therefore, in every school's best interest to find ways to help disadvantaged students find more positive outlets for their anger and frustration.

Hate Crimes

Hate crimes are a direct result of the ignorance, fear, and racism that grow out of various forms of prejudice. In their book, *Hate Crimes*, Bodinger-DeUriarte and Sancho (1992) define a hate crime as

> *any act, or attempted act, to cause physical injury, emotional suffering, or property damage through intimidation, harassment, racial/ethnic slurs and bigoted epithets, vandalism, force, or the threat of force, motivated all or in part by hostility to the victim's real or perceived race, ethnicity, religion, or sexual orientation.* (p. 10)

The prevalence of hate crimes in the country has not been formally measured, but news reports and data collection by special interest groups support the consensus that hate crimes are on the rise. Young people are participating in or instigating such crimes, in and out of school in increasing numbers. For example, one-third of Los Angeles County schools experienced incidents of hate crime in 1989, the majority of which took place at middle schools.

Hate crime in society can take more subtle forms in the school setting where student interests—such as music, athletics, and fashion—can be as important to one's identity as ethnicity or religion. As one student put it, "You meet in middle school, and you are friends for life—or you are enemies for life" (Fish & Miller, 1991). The plague of hate crimes in society is clearly a factor that increases the incidence of violence in schools.

Gangs

Bullying, robbery, extortion, weapons possession, attacks on teachers and students, fights between students—all these types of school violence may occur apart from gang activity. But

gangs provide a tenacious framework in which such violence takes root and thrives. What might have been isolated incidents, triggered by personal anger and frustration, become meaningful skirmishes in an ongoing war.

Gangs of various forms exist in most cities today as well as in many small towns and rural areas. Often involved with drug dealing and weapons, gangs are a primary source of societal violence that infiltrates schools. Because many gang members are of school age and students are a primary market for drug dealing, schools become what Sherman (1991) terms "the town center for juveniles" (1991, p. 14). Although many school districts are working to keep gangs and gang-related violence out of their schools, some gang-ridden districts see a kind of trickle-down increase in gang membership. Older students may flaunt weapons, wealth, and their powerful status due to their gang membership, and younger students want the same. These younger children agree to hold weapons for gang members and serve as lookouts for drug deals; they may ultimately join the gang merely for protection from other gangs who suspect their affiliation (Morganthau et al., 1992; Padilla, 1992).

Research has shown that many youth who join gangs are searching for the family life that they do not have at home; they want a sense of affection and belonging (Burke, 1991; Padilla, 1992). Members of the same gang often wear similar clothing or hair styles, adopt gang nicknames, and spend most of their time together. This close affiliation produces intense loyalty and a willingness to do whatever is necessary to preserve the gang. Violence—in order to keep a member in line, defend a drug-dealing turf, or take revenge on an individual in another gang—comes with the "territory." It is inevitable that schools, where members of different gangs come in contact every day, become an occasional battleground.

Drugs

Student use of alcohol and other drugs is often a contributing factor in violent behavior. Based on the blood-alcohol levels of homicide victims, alcohol appears to be involved in more than half of all homicides (Prothrow-Smith, 1987). (Statistics on blood-alcohol levels of murderers at the time of their crimes are not available.) Alcohol and many other drugs dull inhibitions that normally prevent people from acting on violent impulses. In addition, the cost of buying illicit drugs and the profits that can be gained from their sale have led to a tremendous rise in youth crime. For example, youth involved with drugs will steal to support their habits or carry lethal weapons to protect themselves and their drug-dealing turf.

DYNAMITE IDEAS:
Reducing Gang Violence at School

As one strategy in their comprehensive gang outreach efforts, Portland Public Schools in Oregon have instituted an innovative approach to reducing gang-associated violence. All students suspended for fighting, weapons violations, gang violence, or assault—most of them gang members—are required to attend special classes before returning to their regular schools. The classes are small, have specially trained teachers, and focus on teaching nonviolence, mediation, and conflict resolution to the students ERIC Digest, Number 63, EDO-EA-91-5, October 1991, p. 3).

For more information, contact Department of Public Information and Communications, Portland Public Schools, Post Office Box 3107, Portland, OR 97208 (503) 249-3304.

DYNAMITE IDEAS:
Youth Crime Watch of America

Youth Crime Watch was formed in 1984 to help prevent crime and violence, alcohol and other drug abuse, gang behavior, and school dropout. Youth Crime Watch is a school-based prevention program that is student-led and that educates students through the power of peers to be aware of the problems and consequences of youth crime and what students can do to prevent it.

In Youth Crime Watch programs, a core group is formed at a school with an advisor, a Youth Crime Watch representative, students selected by the principal or staff, and other program organizers. Core-group members serve as representatives of the program to the rest of the school. Activities and responsibilities of the group include defining the school's needs and problems, promoting school spirit, developing action plans and helping sponsor activities for reducing campus crime, publicizing program successes, and involving additional students.

School groups work with local businesses that offer donations and materials for Youth Crime Watch activities, and collaborate with local law enforcement officials who provide materials, guest speakers, and liaison personnel to participating schools.

For more information or to receive a copy of the Youth Crime Watch newsletter, write or call Youth Crime Watch of America, Inc., 5220 Biscayne Boulevard, Suite 207, Miami, FL 33137 (305) 758-9292.

Violence in the Media

Another societal factor that seems to influence violence among young people is the prevalence and glamorization of violence in mass media. The National School Safety Center (1990a) notes that stories on television and in movies are based, with disturbing regularity, on the premise that killing is the ultimate problem-solving technique— "even the 'good guys' such as Rambo, Rocky, and Dirty Harry conquer evil through violent means." Police officers have found that the guns featured in popular movies and television shows are often the most fashionable ones for youth to own (Gaustad, 1991).

Television and films also often link violence with sex. "Slasher" movies such as the "Halloween," "Friday the 13th," and "Nightmare on Elm Street" series typically (and graphically) depict young people, particularly young women, who are brutally murdered during or after having sex. Although such films generally carry a "Restricted" rating, underage youth usually have no difficulty getting into theaters or renting the films on videotape--and they do so in great numbers.

The news media also contributes to the problem. By focusing on the most sensational or atypical violent incidents (i.e., sex and race crimes, gruesome murders, random violence), media give a misleading impression as to the proportion of such crimes. Actually, the majority of violent acts take place between people who know each other, and children need to learn about the far more prevalent danger of acquaintance violence (Prothrow-Smith, 1987).

Does watching thousands of celluloid murders make children more violent? While no causal relationship has been established, prolonged exposure to death and violence in the media can have a desensitizing effect on youth. Some youth who are already prone to violence have emulated murders they have seen in film; others do not appear affected at all. It seems reasonable to assume, however, that shows which contain extensive and explicit scenes of violence do not help steer children and youth away from violent behaviors.

Sexual Misconduct/Battery

Increasing attention is being focused on sexual misconduct and battery of women. Rape is the fastest growing violent crime in the U.S. (Andersen, 1988), and domestic assaults are the "single major cause of injury to women in the United States" (Renzetti and Curran, 1989, p. 163). There were 6,969 re-

ported forcible rapes in Florida in 1991. In 44 percent of these rapes, the victims were females age 17 and under (Uniform Crime Reports, 1992). Other evidence underscores the young age at which many women are assaulted. School districts responding to the Florida Education Coalition's School Crime and Violence Survey reported 329 sexual battery incidents on campuses during the 1991-1992 school year. One in four college-age women experienced rape or attempted rape after age 14, according to a 1985 national study conducted by the National Institute of Mental Health. Half of the reported incidents occurred before college (Koss, 1992).

One form of sexual battery that has received increasing attention is that of acquaintance rape. In the National Institute of Mental Health survey, offenders in eight out of ten of the reported rapes were acquaintances of the victim and "over half (57 percent) of the rapes involved a date" (Koss, 1992, p. 23). Of the total rapes with female victims in Florida in 1991, 30 percent involved an acquaintance and six percent, a boyfriend.

It is all too easy for parents to drop their children off in kindergarten, pick them up in the 12th grade and then wonder what went wrong in between.
D. R. Grossnickle & R. D. Stephens, *Developing Personal and Social Responsibility*, 1992

FAMILY

The family has always been the most important early influence on children and their development. Parents are a child's first teachers and they are in the best position to help that child develop moral responsibility, self-esteem, and nonviolent means of solving problems. While the family, along with the church and other community organizations, was the traditional source of values for most children, the last quarter century has brought sweeping and probably irreversible changes in the nature of the American society and work force.

The huge growth in the number of single-parent families (over 15 million children nationwide live with only one parent) has meant that millions more children lack adult role models, especially male role models; millions more children are poor; and millions of single parents must leave their children in someone else's care or unattended during work hours (Hodgkinson, 1993). Even in two-parent households, both parents usually work. This has lead to a lack of supervision for millions of children who need it and who, left to their own devices, often get into trouble (Hodgkinson, 1993). Also, as a smaller percentage of families attend church, church plays a lesser role in children's moral and ethical development than it did in the past.

These societal changes have created gaps in children's development and education that are not always filled; therefore,

A Florida **first-grader** was expelled when he brought his parents' gun to school, fired it on the playground, and then threatened to shoot a teacher who tried to take the gun away. The six-year-old, who had loaded the gun himself and fired it through his pant leg so that no one would know he was the one doing the shooting, was allowed to return to school at the beginning of the next school year after receiving counseling. The child's parents promised to lock up their guns in the future (Holland, 1992).

children often come to school without the same moral grounding and values they once had. Children who are left unsupervised, who live in neighborhoods where crime and violence are daily occurrences, or who are caught in the cycle of disadvantage may turn to violence despite their family's best efforts.

Another precursor to violence is membership in a seriously dysfunctional family. Reported incidents of child abuse and neglect have skyrocketed in recent years. Findings from the National Center on Child Abuse and Neglect (1988) show that reported cases of child maltreatment rose 66 percent from 1980 to 1986, primarily because of increased incidents of abuse. Whether higher rates of child abuse and neglect indicate a greater problem or better reporting is a moot issue. Physical, sexual, and psychological abuse of children by their families happens far too often and is one of the nation's greatest problems.

Abused children suffer deep and lasting harm, and research has shown that many violent youth were physically abused by their parents or someone else and/or witnessed violence between adults in their home (Gaustad, 1991; Lawton, 1991). Olweus (1987) found that the upbringing of bullies—who often become violent criminals as adults—is typically characterized by too little love, care, and supervision; unclear limits on children's behavior; and physical abuse. The majority of prisoners in our jails were abused as children (Hodgkinson, 1992).

Individual Characteristics

Physicians and psychiatrists recognize a medical diagnosis known as antisocial personality disorder (Reid, 1985). Educators should not assume that every or even many violent young people suffer from such a disorder, but it is a possibility in severe cases. Research has also suggested that students with learning disabilities have an increased tendency to engage in delinquent behaviors. If a learning disability is not detected or is not addressed through alternative educational strategies, students may react inappropriately to frustrations and failures in school (Rapp, 1988).

Some youth may display a tendency to act more aggressively than others; this behavior may be learned or result from a lack of social and conflict-resolution skills. Research shows that young children who are allowed to express aggressive impulses inappropriately may develop a habit of aggressive behavior that is difficult to change when they are older (Perry, 1987). Characteristics of aggressive youth include attributing hostility to others, not trying to understand all the facts of a situation, and

having no nonviolent solutions from which to draw in difficult or stressful situations.

One form of violence which seems to be directly connected to an aggressive personality pattern is bullying—a common school problem. While bullying occurs at all grade levels, it is inappropriate to view it as normal—"kids will be kids" behavior. Victims of bullies can suffer lasting damage and small bullies can grow to become "big" (i.e., criminal) bullies if their inappropriate behaviors are not addressed.

School

The mission of schools is to educate, not to be surrogate parents or policemen to children, and teaching nonviolence to children has not been their traditional role. Because of rising incidents of school violence and calls for schools to do more to prevent it, educators have assumed new roles to deal with the problem. Yet schools find that it is very difficult to provide a setting that is open, non-oppressive, and conducive to learning and at the same time provide sufficient security to prevent severe campus violence. Mark Karlin, President of the Illinois Council Against Handgun Violence, notes that schools are being placed in the impossible position of having to be free of violence when the rest of society is not and achieving this end without resorting to repressive measures (Morganthau et al., 1992).

Lacking training in violence control and often having to be reactive instead of proactive, principals and teachers struggle to find a balance. Sometimes, well-intentioned efforts to deal with students and establish order may actually provoke violent behaviors. In an in-depth study of a Puerto Rican gang in Chicago, Padilla (1992) found that most of the gang members believed that their lifestyle was prompted by events in elementary school that branded them as troublemakers. Gang members described themselves as hyperactive, bored, or slow learners whose teachers viewed them as deviants because of their language, culture, and/or socioeconomic status. Feeling misunderstood and angry, these students chose to "live up" to the label; they also sought friendships with those who were similarly regarded, which ultimately led to their joining gangs.

Schools clearly have the responsibility to assure that every student is offered equal opportunities to learn and that those who have difficulty taking advantage of these opportunities—due to such factors as language barriers, family background, or personal characteristics—are provided the extra attention and

support necessary to succeed. Research by Padilla and others also supports the idea that student labeling and tracking is not the best way to promote equal opportunity for all students (Kelly & Pink, 1982; Rich, 1981).

The *Report of the Task Force on School Discipline* (Task Force on School Discipline, 1990) notes that policies governing promotion and academic credits can also contribute to student frustration and perhaps violence. At the elementary and middle schools levels, students are often required to repeat not only courses they have failed, but also those they passed. In some junior high and high schools, students who pass the first semester of a course but then fail it in the second semester have to take the whole course over again. In many cases, a student suspended for ten days automatically fails all of his or classes and has to take them again regardless of his or her academic standing. Student embarrassment, frustration, and anger at such policies can lead to further insubordination, non-compliance, and violence.

The *Report of the Task Force on School Discipline* (Task Force on School Discipline, 1990) also identifies the five top secondary school policies that *students* say contribute to misconduct:

1. Closed campuses
2. Prohibition of student smoking while staff are allowed to smoke
3. Extreme shortness of time between classes
4. Attention (some students suggest obsession) given to dress codes and their enforcement
5. "Dressing out" requirements for physical education (p. 2- 3)

Noting that these policies have led to a "significant number" of suspensions at some schools, the authors of the report suggest that schools, students, and parents reconsider the formation of policies in these areas.

A failure to enforce rules can also exacerbate school violence. To illustrate, a study of the Chicago public schools' discipline procedures found that police were called in for only 6.5 percent of 106 criminal acts—including aggravated assault, weapons possession, and sexual assault—and that, in every instance, students received less than the ***minimum*** required days of suspension for the crimes committed (Menacker et al., 1990). Such policies may suggest to students that school is the *best* place to commit a crime because they can expect to get away with it. When school discipline policies are lax, students who

feel they must protect themselves are more likely to bring weapons to school (Rapp et al., 1992).

Another school-related factor which may contribute to violence is school and class size. Overcrowding in schools leads to uncomfortable population densities that some students find threatening, feelings of anonymity among students, more physical contact in closed spaces, and less control over false rumors about students and staff, all of which can lead to increased violence (Kean, 1981; "Truth Combats School Violence," 1992).

A final school characteristic that is a contributing factor to violence is the number of students enrolled in school who do not wish to be there. Some researchers (Doyle, 1978; Newman, 1980; Toby, 1983) have found that school violence is less prevalent in high schools than middle schools because many of the worst offenders have dropped out. The attrition of violent students may also account for data showing that middle school students are more likely to be victims of crime than high school students (NSSC, 1990).

The five top school policies that junior and high school students say lead to misconduct:

1. Closed campuses
2. Teachers can smoke but not students
3. Not enough time between classes
4. Dress codes
5. "Dressing out" requirements for physical education

Task Force on School Discipline, 1990

2. EFFECTS OF VIOLENCE

Educators witness every day the many effects of violence in their schools. This subsection discusses the emotional and behavioral effects that violence has on the lives of students and teachers as well as the legal ramifications of violence for schools.

On Students

Not only does a school's environment affect learning, but more than any other setting it influences how students—especially high school students—conform to society. School's internal life influences how all students behave, often more powerfully than the home or community. It is unlikely that a student immersed in a school environment of delinquency will form a more responsible view of society at large.

J. A. Rapp, F. Carrington, and G. Nicholson
School Crime and Violence: Victims' Rights, 1992

Students are affected by violence in a number of ways. The most obvious is the physical harm that can result. For example, when more weapons—especially guns—are brought into school, common student conflicts such as arguments over girlfriends or boyfriends, disputes about possessions, and name calling can become fatal interactions. If one student uses a gun to settle an altercation, others will feel they need guns too. As Gaustad (1991) concludes, "a cycle of fear begins, prompting an escalation in an arms race where youths seek ever more powerful forms of 'protection'" (p. 7).

Fear in school is another serious and pervasive result, and fear leads to other effects as well. As early as 1976, a Dade County, Florida, survey revealed that one-fifth of the respondents in secondary schools reported that their ability to learn in class was hampered by their fear of other students (Dade County Public Schools, 1976). A more recent study showed that eight percent of students skipped one day of school a month because they feared for their safety (Learning Publications, 1988).

Wayne and Rubel (1982) point out other effects of student fear:

> Apprehensiveness among students has an obvious impact on the business of education: it reduces concentration on assigned tasks, creates an atmosphere of mistrust, and undermines school morale. More subtly, the school administrator's inability to reduce fear directly tells students that staff are not in control of the school's social climate—that student disorder is more powerful than the adult call for order. (pp. 230-231)

Research also suggests that students who feel afraid in school are often those who end up committing acts of violence. Disruptive students who are placed in a secure and contained environment are likely to demonstrate more internal control over their own actions. Left in an unsafe environment, they develop a mistrust of adults, experience increased feelings of fear, and demonstrate inappropriate behaviors that become harder and harder to modify (Ditter, 1988).

Fear is not the only psychological effect of violence on children and youth, however. Many children who are exposed to violence suffer post-traumatic stress syndrome similar to that experienced by combat soldiers. A study conducted by the University of

Alabama at Birmingham revealed that 43 percent of a sample of inner-city youth aged 7 to 19 had witnessed a homicide. Researchers discovered an emerging epidemic of post-traumatic stress syndrome which included symptoms such as nightmares, difficulty with concentration at school, guilt over one's own survival, lack of interest in fun activities, and feelings of distance from parents and friends (Morganthau et al., 1992; NSSC, 1990a).

Many children and teachers who are exposed to violence suffer post-traumatic stress syndrome similar to that experienced by combat soldiers.

Violence in the school and community can also prevent students from taking advantage of after-school educational, recreational, and employment opportunities which can be of immense value for their personal development. According to Wetzel (1988), "The hundreds of thousands of attempted or completed violent crimes have a powerful influence on everyday decisions. Many youths and their parents are persuaded that it is not safe for young people to attend night school, participate in after-school activities, or work at a job that requires late hours" (p. 5).

On Teachers

In addition to the risk of physical harm resulting from school violence, teachers too can exhibit emotional effects. Studies reveal that teachers who have witnessed violent incidents, fear violence, or cope with disruptive students daily often suffer symptoms of stress akin to those of combat soldiers. They can suffer from fatigue, headaches, stomach pains, and hypertension (Gaustad, 1991). Because teachers are given limited training on how to deal with violent students in their classrooms, trying to maintain order and teach class at the same time often leads to stress and feelings of ineffectiveness that fuel teacher burnout and high attrition rates (McKelvey, 1988). Some teachers even fall into the same trap as students and bring weapons to school to protect themselves.

A survey conducted by the National Center for Education Statistics (1991) found that 48 percent of the teachers in the sample reported that a lack of or inadequate alternative programs for disruptive students limited their ability to maintain discipline in their classrooms; 34 percent stated that disruptive behavior interfered with their teaching. These two issues had more of an effect on teaching and discipline than any other factors, including student drug and alcohol use, lack of support from administration, or inadequate school security personnel.

Litigation

Schools are often charged with negligence when students are injured or traumatized, and the courts have held that "although a school may not be expected to be a guarantor or insurer of the

safety of its students, it is expected to provide, in addition to an intellectual climate, a physical environment harmonious with the purposes of an educational institution" (Rapp et al., 1992, p. 17). In general, however, schools are not usually held liable unless the violence was reasonably foreseeable.

Does the U.S. Constitution impose a duty on schools and districts to protect students from harm? The Supreme Court has never ruled on this issue, but most lower courts have found that schools do not have a "custodial" relationship akin to, for example, that between administrators and patients at a state mental hospital, even though students are compelled to attend school. A recent circuit court case in Texas, however, reached a different conclusion. It ruled that compulsory attendance laws give schools "functional custody" of students during school hours and that it is a reasonable expectation "that the state will provide a safe school environment" (Walsh, 1992, p. 10). Appealed to the Supreme Court, this case raises concerns for school officials that they may be deemed responsible for violence that is less directly connected to schools, such as gang violence or attacks in the school's neighborhood (Walsh, 1992).

In 1992, the high court ruled that in cases of sexual abuse, school officials who are aware of the problem but fail to take appropriate action to stop it may be held liable and sued for monetary damages (Lumsden, 1992). Schools have also been held liable when instances of negligent hiring, training, and supervision of sexually abusive teachers has led to sexual abuse of students or when improper supervision of students or inadequate security has permitted sexually abusive behavior. Adoption of a strong policy prohibiting sexual harassment provides some assurance that prevention is a priority and that complaints will be investigated thoroughly. In addition, such policies will make it less likely that a school will be held liable in subsequent cases of sexual harassment or abuse. The Florida Department of Education has published a document entitled *Guidelines for Policies Addressing Sexual Misconduct Toward Students in Public Schools*. See the Annotated Resources section for further information.

California has approved a state constitutional right to safe schools as part of its Victim's Bill of Rights. This amendment guarantees all K-12 students the inalienable right to attend campuses which are "safe, secure and peaceful" (Sawyer, 1988) and gives citizens the right to take legal action to ensure that they are. Rapp et al. (1992) state that a school "has a duty to guard its students against dangers of which it has actual knowledge and those which it should reasonably anticipate" (p. 74), and recommend that schools work to assure that students and staff are protected from the following risks:

- foreseeable criminal activity,
- student crime or violence that can be prevented by adequate supervision,
- identifiably dangerous students,
- dangerous individuals negligently admitted to school,
- dangerous individuals negligently placed in school, and
- school administrators, teachers, and staff who have been negligently selected, retained, or trained (p. 18).

SECTION IV -RESOURCES

Annotated Resources

- Organizations
- Publications, Guidebooks, and Curricula

Additional Resources

Glossary of Terms Related to School Violence and Discipline

4

ANNOTATED RESOURCES

The following list of organizations, publications, and curricula can be used by districts and schools working to reduce school violence. Some of the information and services are offered at no cost; others require payment. Many of the organizations offer useful publications which are described briefly. Note: the description of organizations and publications in this document does not imply an endorsement by SERVE.

ORGANIZATIONS

The American-Arab Anti-Discrimination Committee
4201 Connecticut Ave., NW
Suite 500
Washington, DC 20008
(202) 244-2990
The ADC is a civil rights organization devoted to the elimination of discrimination against Arabs and Arab-Americans. It collects and disseminates statistics on Anti-Arab hate crime and maintains a legal services division.

American Bar Association
Special Committee on Dispute Resolution
1800 M Street, NW
Washington, D.C. 20036
(202) 331-2258
The ABA committee acts as a clearinghouse in the field of school mediation and publishes the *Directory to School Mediation Projects* which is available to schools.

American Jewish Committee
Institute of Human Relations
165 East 56th Street
New York NY 10022
(212) 751-4000
The AJC was established in 1906 as a human relations organization to protect the safety and security of Jews everywhere. Since then, it has expanded its scope to include activities that safeguard the human rights of all American citizens. Forty chapters exist around the U.S. They have developed conflict resolution programs such as "Ethnic Sharing" for use by schools and other institutions.

Boys and Girls Clubs of America
611 Rockville Pike, Suite 230
Rockville, MD 20852
This national nonprofit youth organization provides support services to 1,240 Boys and Girls Club facilities that provide over 1.6 million young people nationwide connect with opportunities for personal growth and achievement. It is the only major nationwide youth agency with a primary mission of service to disadvantaged girls and boys.

Bureau of Alcohol, Tobacco and Firearms
U.S. Treasury Department
650 Massachusetts Ave., NW
Washington, DC 20226
(202) 927-7777
BATF operates a hotline, 800-ATF-GUNS, that individuals can call to report possible firearms and drug or gang activity and other crimes. Agents staffing the hotline share the tips with local, state, and federal law enforcement agencies.

Bureau of Justice Assistance Clearinghouse
Box 6000
Rockville, MD 20850
(800) 688-4252
This clearinghouse provides information and publications on BJA-funded anti-crime and anti-drug programs, including formula grants, technical assistance, training, and demonstration projects. Seven federal clearinghouses can be reached by calling (800) 788-2800. Of special interest to educators are the National Clearinghouse for Alcohol and Drug Information, the Drugs and Crime Data Center, the Drug Abuse Information and Referral Hotline, the Drug Information Strategy Clearinghouse, and the National Criminal Justice Reference Service.

Center for Democratic Renewal
Post Office Box 50469
Atlanta, GA 30302
(404) 221-0025
The Center is a national civil rights organization that monitors white supremacists and far right activities. It also helps communities in combating hate violence.

Center to Prevent Handgun Violence
1225 I Street, NW
Suite 1150
Washington, DC 20005
(202)289-7319
This organization provides educational materials and programs for adults and children on preventing gun deaths and injuries. It offers information about children and gun violence, firearm homicide, suicide, and unintentional shootings, violence in schools, black-on-black violence, and conflict resolution.

Children's Creative Response to Conflict
Box 271
523 North Broadway
Nyack, NY 10960
(914) 358-4601
CCRC offers workshops in creative conflict resolution for children and people who work with children, emphasizing themes of cooperation, communication, affirmation (building self-esteem), and conflict resolution. They also publish a source book of activities, *The Friendly Classroom for a Small Planet*.

Intercultural Communication Institute
8835 Southwest Canyon Lane
Suite 238
Portland, OR 97225
(503) 297-4622
The Intercultural Communication Institute is a nonprofit organization designed to foster an awareness and appreciation of cultural differences. The Institute is based on the belief that education and training in intercultural communication willl improve competence in dealing with cultural diversity and minimize destructive conflicts among national, cultural, and ethnic groups. It provides technical assistance to schools and groups on a variety of topics related to intergroup relations.

Kids + Guns = A Deadly Equation
1450 Northeast 2nd Avenue
Room 523A
Miami, FL 33132
(305) 995-1986
This program is designed to teach young children the dangers of playing with or carrying weapons. School-based, the program helps K-12 students learn to avoid weapons.

Klanwatch Project
Southern Poverty Law Center
400 Washington Avenue
Montgomery, AL 36104
(205) 264-0286
The Southern Poverty Law Center, founded in 1971, is a nonprofit foundation supported by private donations. The Center's Klanwatch Project was formed in 1980 to help curb Ku Klux Klan and racist violence through litigation, education, and monitoring. Since 1980, lawsuits brought by SPLC and Klanwatch have resulted in federal civil rights indictments against numerous hate groups around the nation.

Male Health Alliance for Life Extension
10 Sunnybrook Road
Post Office Box 1409
Raleigh, NC 27620
(919) 250-4535
The MHALE program targets at-risk African-American males aged 11-17 and provides life skills training, vocational education and counseling, conflict resolution training, and remedial basic education.

National Association for Mediation in Education
425 Amity Street
Amherst, MA 01002
(413) 545-2462
NAME is a national clearinghouse for information about conflict resolution programs in schools.

National Institute Against Prejudice and Violence
710 Lombard Street
Baltimore, MD 21201
(410) 706-5170
The purpose of the Institute is to study and respond to the problem of violence and intimidation motivated by racial, religious, ethnic, or anti-gay prejudice. Activities include collecting, analyzing, producing, and disseminating information and materials on programs of prevention and response. The Institute conducts research on the causes and prevalence of prejudice and violence and their effects on victims and society; provides technical assistance to public agencies, voluntary organizations, schools, and communities in conflict; analyzes and drafts model legislation; conducts educational and training programs; and sponsors conferences, symposia, and other forums for information exchange among experts.

National Institute for Dispute Resolution
1901 L Street, NW, Suite 600
Washington, DC 20036
(202) 466-4764
This organization works to enhance the understanding, acceptance, and development of a spectrum of tools to resolve conflict, including mediation, arbitration, and negotiation. Among its current grant programs and initiatives are Mediation in Schools, Community-Based Dispute Resolution Centers, Court-Based Dispute Resolution Programs, and Statewide Offices of Mediation.

National Victims Resource Center
Box 6000-AJE
Rockville, MD 20850
(800) 627-6872 or
(301) 251-5525/5519
The NVRC is a national clearinghouse for victims' information funded by the Office for Victims of Crime, U.S. Department of Justice. The NVRC is one of several information resources maintained by the National Criminal Justice Reference Service. Information specialists at the NVRC have access to a database that indexes

more than 7,000 victim-related books and articles with information on child physical and sexual abuse, victims' services, domestic violence, victim-witness programs, and violent crime.

Project RAP (Reaching Adulthood Prepared)
380 Timothy Road
Athens, GA 30606
(706) 549-1435
Project RAP is a mentoring program for black youth aged 12-17 which uses church and community volunteers as role models and mentors.

Violence Intervention Program
Durham Public Schools
Post Box Box 30002
Durham, NC 27702
(919) 560-2035
Designed to help at-risk elementary school children, the VIP program pairs children with teachers who help them with conflict mediation and resolution skills and also serve as peer counselors and tutors.

Violence Prevention Program
Mecklenburg County Health Department
249 Billinsley Road
Charlotte, NC 28211
(704) 336-5497
This county program teaches conflict resolution skills to seventh through ninth graders and serves as a support group for the youth.

YES! Atlanta
955 Spring Street
Atlanta, GA 30309
(404)874-6996
This project provides mentoring, tutoring, and job skills training to youth aged 13 to 18 who live in housing projects.

The Youth Gang Drug Prevention Program
Mecklenburg County Health Department
249 Billingsley Road
Charlotte, NC 28211
(704) 336-6443
Designed to help steer youth ages 10-18, away from gang membership, this program sponsors recreation activities and education in conflict resolution for youth and their families.

PUBLICATIONS, GUIDEBOOKS, AND CURRICULA

Alternatives to Suspension by the Florida Department of Education, 1991. This publication offers many alternatives to out-of-school suspension and expulsion and examines how schools can take steps to reduce overall school violence. Published by the Center for Prevention and Student Assistance, Florida Department of Education, Room 414 Florida Education Center, 325 West Gaines Street, Tallahassee, FL 32399-0400 (904) 488-6315.

Alternatives to Violence curriculum by Peace Grows, Inc. Peace Grows publishes several curriculum guides and other publications designed to reduce youth violence through mediation. The organization also offers a number of training packages, ranging from four to forty hours in length. Publications and training examine violence at all levels, from the interpersonal to the international, are aimed at promoting pacifism, and contain useful activities for high school students. Published by Peace Grows, Inc., 513 W. Exchange Street, Akron, OH 44302 (216) 864-5442.

Anger: The Misunderstood Emotion by Carol Tarvis, 1982. A witty and highly readable survey of research that challenges nearly all commonly held assumptions about anger. Published by Simon and Schuster, New York.

Appreciating Differences: Teaching and Learning in a Culturally Diverse Classroom by Evelyn Ploumis-Devick, 1992. This publication, from the SouthEastern Regional Vision for Education *Hot Topics: Usable Research* series, is a practical guidebook for helping teachers infuse their curricula with a multicultural perspective. In addition to descriptions of many exemplary school programs and lists of resources and contacts, the publication offers several dozen multicultural activities, lessons, games, and projects that can be used with students of various ages. Published by SERVE, 345 S. Magnolia Drive, Suite D-23, Tallahassee, FL 32301-2950 (800) 352-6001.

Celebrating Diversity, by D. Powers, 1990. This publication is a presentation manual for conducting a day-long training session in appreciating cultural diversity. Produced by the Equal Education Opportunity Program, Florida Department of Education, Suite 1020, Florida Education Center, 325 West Gaines Street, Tallahassee, FL 32399-0400.

Challenging Racism, by D. Powers, 1990. This publication is a presentation manual for conducting a day-long training session on addressing the problem of racism. Produced by the Equal Education Opportunity Program, Florida Department of Education, Suite 1020, Florida Education Center, 325 West Gaines Street, Tallahassee, FL 32399-0400. Renzetti, C., & Curran, D. (1989). *Women, men and society: The sociology of gender*. Boston: Allyn & Bacon.

Children of War by Roger Rosenblatt, 1983. The author has traveled widely to discover what children in war-torn countries think and feel about the violence around them. The children he interviews shine through as champions of order in the midst of chaos, quietly resistant to adult attempts to use their tragedies as tools of ideology or instruments of revenge. Published by Anchor Press/Doubleday, New York.

Conflict Resolution Curriculum Packet by Tom and Frances Bigda-Peyton. Designed by high school teachers to teach high school students the basics of conflict resolution, this resource clearly demonstrates how conflict resolution skills can be applied at all levels. Published by Boston-Area Educators for Social Responsibility, 11 Garden Street, Cambridge, MA 02138.

Creative Conflict Resolution: Over 200 Activities for Keeping Peace in the Classroom by William J. Kreidler. Although designed as a guide to conflict resolution in the elementary classroom, this resource contains many activities that can be easily adapted to the high school level. Published by Goodyear Books, Scott, Foresman and Company, 1900 East Lake Avenue, Glenview, IL 60025.

Cross-Cultural Communication: An Essential Dimension of Effective Education, by Orlando Taylor, 1987. Produced by the Mid-Atlantic Center for Race Equity, American University, 5010 Wisconsin Avenue, NW, #310, Washington, DC 20016.

Developing Personal and Social Responsibility: A Guide for Community Action, by D. R. Grossnickle, and R. D.

Stephens, 1992. Published by the National School Safety Center, Malibu, California.

Discipline Strategies for Teachers (Fastback #344), by Eleanor Barron, 1992. Intended primarily for student teachers and beginning teachers, this document provides practical strategies for both classroom management and discipline. Theory is illustrated in scenarios using positive and negative examples. Published by Phi Delta Kappa Educational Foundation, Bloomington, Indiana.

Effective Strategies for School Security, by P. D. Blauvelt, 1981. Published by the National Association of Secondary School Principals, Reston, Virginia (ERIC Document Reproduction Service No. ED 209 774)

Gang Awareness and Intervention: Activities for Elementary and Middle School Students. Published by Child Development Specialist Program at the Portland Public Schools, Office of Public Information, P.O. Box 3107, Portland, OR 97222.

Getting to Yes: Negotiating Agreements Without Giving In by Roger Fisher and William Ury, 1981. A fascinating introduction to conflict resolution by two of the field's experts. Published by Houghton Mifflin, Boston.

Guidelines for Policies Addressing Sexual Misconduct Toward Students in Public Schools, 1992. This publication offers clear and direct guidelines for procedures to be adopted to address the concerns surrounding sexual harrassment in schools. Overviews of major court cases in the area of sexual harrassment in schools are also included as well as a number of newspaper articles on the subject. Published by the Florida Department of Education, PL08, The Capitol, Tallahassee, FL 32399 (904) 487-1785.

Hate Crime: Sourcebook for Schools, by C. Bodinger-DeUriarte, and A. R. Sancho, 1992. A comprehensive examination of the problem of hate crimes in America, this publication details the roots, nature and scope of the problem and offers practical suggestions for reducing hate crimes. Published by Research for Better Schools, 444 North 3rd Street, Philadelphia, PA 19123.

"Human Relations Education: Teaching Non-Violent Solutions to Human Problems," *Forum*, by Ruth Gudinas, Summer 1987. Gudinas discusses how educators can teach about human conflicts and how the process should expand as children become young adults. she also includes information on how to help children learn about alternatives that they can use to resolve conflict peacefully.

I AM Somebody: A Comprehensive Guide to Educate Youth about the Seriousness of Gang Involvement by Clarence Hill, Gang Consultant (middle and high school levels). Published by the Portland Redirection Program, 1032 North Sumner, Portland, OR 97217.

Interagency Collaboration: Improving the Delivery of Services to Children and Families by Stephanie Kadel, 1992. This publication from the SERVE *Hot Topics: Usable Research* series is a practical guidebook for establishing or expanding collaborative efforts to provide services to children and families at a single, easily accessible site such as a school. Many examples are offered of communities and schools that have had success in this effort, and resources and contacts are provided for additional information. Available from SERVE, 345 South Magnolia Drive, Suite D-23, Tallahassee, FL 32301-2950 (800) 352-6001.

Nobody Likes a Bully. Published by the School of Education, Winthrop College, Rock Hill, SC 29733 (803) 323-2151.

Peacemaking by Barbara Stanford, 1976. A comprehensive introduction to conflict resolution by a leading educator in the field. Contains many exercises that can be used with high school students. Published by Bantam Books, New York.

Peer Leader Training Manual—Three Session Curriculum for Teaching Adolescents, by C. Sousa, L. Bancroft, & T. German, 1991a. Published by the Dating Violence Instruction Project, c/o Transition House, P.O. Box 530, Harvard Square Station, Cambridge, MA 02238.

Preventing Family Violence by the Family Violence Curriculum Project. A comprehensive, useful, and sensitively designed curriculum dealing with such controversial issues as family violence, child sexual abuse, and date rape. Published by Massachusetts Department of Public Health, Resource Center for the Prevention of Family Violence, 150 Tremont Street, Boston, MA 02111.

Preventing Teen Dating Violence—Three Session Curriculum for Teaching Adolescents, by C. Sousa, L. Bancroft, & T. German, 1991a. Published by the Dating Violence Instruction Project, c/o Transition House, P.O. Box 530, Harvard Square Station, Cambridge, MA 02238.

The Prevention of Youth Violence: A Framework for Community Action by the Center for Environmental Health and Injury Control, Division of Injury Control at the Centers for Disease Control, 1992. This manual is designed to help reduce violence and prevent injuries and deaths from violence among youths in their community. It is based on principles of effective, community-based health promotion programs that address a variety of chronic diseases as well as problems of youth such as sexually transmitted diseases and teenage pregnancy. Published by Centers for Disease Control, Atlanta, Georgia.

Safe and Alive by Terry Dobson with Judith Shepard-Chow, 1981. This guide to protecting self and property contains a very clear and practical discussion of fight, flight, and other options. Dobson is a martial arts expert. Published by J.P. Tarcher, Los Angeles.

Safe Passage on City Streets by Dorothy T. Samuel, 1975. An optimistic and easy-to-read book of experiences in which people have countered violence with non-violence—good for use with students. Published by Abingdon Press, Nashville, Tennessee.

School Safety and Security Management. Published by Rusting Publications, 403 Main Street, Port Washington, NY 11050 (516) 883-1440.

School Safety World. Published by National Safety Council, 444 North Michigan Avenue, Chicago, IL 60601.

School Safety Check Book, 1990. Published by National School Safety Center, Malibu, California.

School Safety Journal and National School Safety Center Report. This periodical offers timely information on school violence prevention efforts around the nation. Published by the National School Safety Center, 4165 Thousand Oaks Boulevard, Suite 290, Westlake Village, CA 91362 (818) 377-6200.

School Violence: A Survival Guide for School Staff. Produced by the National Education Association, this is a valuable guide for school personnel working to reduce school violence. Stock #0243-1, $6.95. NEA Professional Library, P.O. Box 509, West Haven, CT 06516 (800) 229-4200.

Second Step: A Violence Prevention Curriculum. This curriculum is designed for grades 1-3, 4-5, and 6-8. Published by Committee for Children, 172 20th Avenue, Seattle, WA 98122 (206) 322-5050

Set Straight on Bullies by S. Greenbaum, B. Turner, and R. D. Stephens, 1989. This resource contains valuable information about what causes children to become bullies, the harm they can cause to other children, and ways to reduce this damaging phenomenon. Published by National School Safety Center, Malibu California.

Special Focus. Preventing Violence, Program Ideas and Examples by the National Crime Prevention Council, 1992. This booklet presents a cross-section of anti-violence programs representing a broad spectrum of partners, audiences, and long-term and short-term concerns to address in anti-violence efforts in communities. Published by the National Crime Prevention Council, Washington, D.C.

Violence and Aggression by Ronald H. Bailey, 1976. An excellent and readable summary of research in the area. Its use of illustrations make it a good resource for students as well. Published by Time-Life Books, New York.

Violence Prevention: Curriculum for Adolescents by Deborah Prothrow-Smith, 1987. This curriculum guide contains sample lessons, exercises, projects, and handouts to help teachers and students address the issues of violence with students. Its goal is to help students become more aware of positive ways to deal with anger and arguments, how fights begin and escalate, and non-violent choices for conflict situations. A set of sixteen handouts is included. Published by Education Development Center, Incorporated, 55 Chapel Street, Suite 24, Newton, MA 02160 (800) 225-4276.

Who's Hurt and Who's Liable? Sexual Harassment in Massachusetts Schools. A Curriculum and Guide for School Personnel, by F. Klein and N. Wilber, 1986. A curriculum and guide for all members of the school community, this publication defines sexual harassment, explains the legal issues involved, describes administrative strategies, and presents student activities and classroom lessons on the subject. Published by the Massachusetts Department of Education, 1385 Hancock Street, Quincy, MA 02169.

ADDITIONAL RESOURCES

American Bar Association Standing Committee on Dispute Resolution
2nd Floor South
1800 M Street NW
Washington, DC 20036
(202) 331-2258

American Association of Retired Persons Criminal Justice Services
601 E Street, NW
Building B, Fifth Floor
Washington, DC 20049
(202) 728-4363

American Association of School Administrators
1801 North Moore Street
Arlington, VA 22209
703/528-0700

Center for Research on Aggression
Syracuse University
805 South Crouse Avenue
Syracuse, NY 13244-2280
(315) 443-9641

Office of School Safety New York City Board of Education
600 E. 6th Street
New York, NY 10009
(212) 979-3300

Community Guidance Clinic
Trent and Elva Streets
Durham, NC 27705
(919) 684-3044

Community Relations Service U.S. Department of Justice
5550 Friendship Boulevard
Suite 330
Chevy Chase, MD 20815
(301) 492-5929

Division of Injury Control National Center for Injury Prevention and Control Centers for Disease Control
4770 Buford Highway, NE
Atlanta, GA 30348
(404) 488-4690

Education Development Center, Inc.
55 Chapel Street
Newton, MA 02160
(617) 969-7100

I Am Somebody, Period, Inc.
851 Pinewell Drive
Cincinnati, OH 45255
(513) 474-4449

Judge Baker Guidance Center
295 Longwood Avenue
Boston, MA 02115
(617) 232-8390

National Alliance for Safe Schools
4903 Edgemoor Lane
Suite 403
Bethesda, MD 20814
(301) 654-2774

National Assault Prevention Center
Post Office Box 02005
Columbus, OH 43202
(614) 291-2540

National Association of Elementary School Principals
1615 Duke Street
Alexandria, VA 22314-3483
(703) 684-3345

National Association of Secondary School Principals
1904 Association Drive
Reston, VA 22091-1598
(703) 860-0200

National Center for the Study of Corporal Punishment and Alternatives in the Schools
253 Ritter Annex
Temple University
Philadelphia, PA 19122
(215) 787-6091

National Crime Prevention Council
1700 K Street
Washington, D.C. 20006
(202) 466-6272

National Crime Prevention Institute
Brigman Hall
University of Louisville
Louisville, KY 40292
(502) 588-6987

National Committee for the Prevention of Child Abuse
332 South Michigan Avenue
Suite 1600
Chicago, IL 60604-3817
(312) 633-3520

National Exchange Clubs Foundation for the Prevention of Child Abuse
3050 Central Avenue
Toledo, OH 43606
(419) 535-3232

National McGruff House Network
1879 South Main, Suite 180
Salt Lake City, UT 84115
(801) 486-8768

National Organization for Victim Assistance
1757 Park Road, NW
Washington, DC 20010
(202) 232-6682

The National PTA
700 North Rush Street
Chicago, IL 60611-2571
(312) 787-0977

National School Boards Association
1680 Duke Street
Alexandria, VA 22314
(703) 838-6760

National School Safety Center
4165 Thousand Oaks Boulevard

Suite 290
Westlake Village, CA 91362
(805) 373-9977

National Urban League, Inc.
Stop the Violence Clearinghouse
500 East 62nd Street
New York, NY 10021
(212) 310-9000

National Victim Center
309 West 7th Street, Suite 705
Fort Worth, TX 76102
(817) 877-3355

Natural Helpers (Peer Counseling)
Roberts, Fitzmahan and Associates
9131 California Avenue, SW
Seattle, WA 98136-2599
(206) 932-8409

Oregon Social Learning Center
207 East 5th Avenue
Suite 202
Eugene, OR 97401
(503) 485-2711

Prevention Intervention Program in Trauma, Violence and Sudden Bereavement in Childhood
Dr. Robert S. Pynoos, Director
UCLA Department of Psychiatry and Biobehavioral Sciences
750 Westwood Plaza
Los Angeles, CA 90024
(310) 206-8973

Prince George County Public Schools
Peter Blauvelt, Director of Security
507 Largo Road
Upper Marlboro, MD 20722
(301) 336-5400

Society for the Prevention of Violence
3109 Mayfield Road
Room 207
Cleveland Heights, OH 44118
(216) 371-5545

(Bastian & Taylor, 1991; Bodinger-DeUriarte and Sancho, 1992; Fenley et al., 1992; McMahon et al., 1988; Prothrow-Stith, 1987; Roderick, 1987; NSSC, *1989*, 1990a; *Stop the Violence: Start Something*, 1991)

APPENDICES

APPENDIX A–Terms Related to School Violence

APPENDIX B–School Incident Report

APPENDIX C–Sample Parent and Student Discipline Contract

APPENDIX D–Principals' Emergency Checklist

APPENDIX E–Teachers' Emergency Procedures

APPENDIX F–Action Plans for Specific School Emergencies

APPENDIX G–Sample Law Dealing With Suspension and Other School Discipline Issues

APPENDIX H–Florida Department of Education Safe Schools, Safe Communities Action Plan

Appendix A

TERMS RELATED TO SCHOOL VIOLENCE

Note: Terms are defined as they relate to infractions committed at schools or at school-sponsored events. As schools, districts, and states attempt to collect and study data on the nature and scope of school violence, it is vital that they use standard definitions to ensure uniformity of data and reporting. The list below is a compilation and adaptation of several sources on the subject of school violence.

Assault: Intentionally and unlawfully touching or striking another person without justification or excuse or intentionally causing bodily harm or threat of harm. An unlawful attempt, coupled with a present ability, to commit a violent injury on another. (*Note similarity with "Battery" below—the primary difference between the two terms is that battery involves actual striking of another person, while "assault" can refer to the intent to strike. A person may be charged with assault for attempting, without success, to injure another person.*)

Assault with a Deadly Weapon/Aggravated Assault: Acts or attempted acts by one person on another with the intent to kill, maim, or inflict severe bodily injury with the use of such items as firearms, knives or other cutting instruments, clubs, bricks, bicycle chains, nunchakus, bottles, explosives, acids, fire, and parts of the body such as hands, fists, and feet.

Battery: Actual and intentional touching or striking of another person against that person's will. (*See "Assault" above.*)

Extortion: Obtaining money or property by violence or threat of violence or forcing someone to do something against his or her will by force or threat of force.

Fighting: Mutual participation in an altercation.

Hate Crime: An assault on a person or property in which there is manifest evidence of prejudice based on race, religion, sexual orientation, or ethnicity. (See also "Malicious Harassment," below.)

Inciting or Leading a Riot or Major Disorder: The willful inciting, leading, or participating in a disruption or disturbance which interferes with the educational process or which results in the damage of property or personal injury.

Malicious Harassment: Intentionally intimidating or harassing another person because of that person's race, color, sexual orientation, religion, ancestry, or national origin.

Menace: An act performed in a threatening manner or done to show intention of harm.

Possession of Weapons: Includes the unauthorized presence or use of dangerous weapons such as all kinds of guns, knives, bombs, explosives, and firecrackers.

Sexual Battery: Any sexual act directed against another person, forcibly and/or against that person's will, or when the victim is incapable of giving consent because of youth or temporary or permanent mental incapacity. Offenses may be divided into two categories:

Misdemeanors—indecent exposure, obscene phone calls, pinching, grabbing, etc.
Felonies—rape, sodomy, sexual assault, child molestation, or attempts thereof.

Sexual Harassment: Unwanted sexual attention from teachers, other adults, students, or anyone else the victim may encounter in school or at school-related activities. Sexually harassing behaviors include leering, pinching, grabbing, suggestive comments or jokes, and pressure to engage in sexual activity.

Violence

- **Community Violence**: Violence that takes place on a large scale within a particular community. Examples: rioting; gang warfare
- **Interpersonal Violence**: Violence that occurs between two or more persons. Interpersonal violence may be accidental or intentional. Interpersonal violence may be:
  - **Stranger Violence**: Violence between two or more persons who do not know each other, as might take place during the commission of a crime.
  - **Sexual Violence**: Violence such as rape, where sex is forced on an unwilling party.
  - **Acquaintance Violence**: Violence among people who are acquainted with one another, such as friends or family.

(Bodinger-DeUriarte & Sancho 1992; Dade County Public Schools, 1988; Hammond, 1992; NSSC, 1990a)

Appendix B

SCHOOL INCIDENT REPORT

School Name_____

Date/Time of Occurrence_____

(1) SCHOOL LEVEL	Elementary	Middle/Junior	High School	
(2) PERSON INVOLVED	Student	Non-Student	Staff/Personnel	Other Adult
(3) SITE OF INCIDENT	Classroom Gym	Hallway Parking Lot	Bathroom Grounds	Office Other
(4) CONSEQUENCE	Suspension Alternative Other (specify)_____		Suspension	Expulsion
(5) ARREST	Yes	No		

CIRCLE ONE NUMBER UNDER CATEGORY/INCIDENT AND ONE NUMBER IN EACH CORRESPONDING SUB-CATEGORY

CATEGORY/INCIDENT	SUB-CATEGORY I	SUB-CATEGORY II
(1) ALCOHOL/DRUGS	1. Tobacco 2. Alcohol 3. Other Drug(s)	1. Use/Possession 2. Sale
(2) ARSON		1. <$300 2. >$300
(3) ASSAULT	1. Battery 2. Fight 3. Verbal Assault/Threat	1. Injury
(4) BREAKING AND ENTERING	1. Vehicle 2. Building	1. <$300 2. >$300
(5) DISRUPTIVE BEHAVIOR	CIRCLE ONLY WHEN NO OTHER OFFENSE IS INVOLVED	
(6) EXPLOSIVE DEVICE	1. Threat 2. Device Found	
(7) HOMICIDE	1. Negligent 2. Non-negligent	
(8) LARCENY/THEFT	1. Personal Property 2. School Property	1. <$300 2. >$300

(9) MALICIOUS HARASSMENT ASSAULT	1. Verbal 2. Physical	1. Race 2. Ethnicity 3. Religion 4. Sexual Orientation
(10) OBSCENITY	1. Language/Gestures 2. Materials	
(11) ROBBERY	1. Personal Property 2. School Property	1. <$300 2. >$300
(12) SEXUAL BATTERY/ MISCONDUCT	1. Attempt 2. Actual	1. Sexual Battery 2. Indecent Behavior 3. Child Molestation
(13) TRESPASS	CIRCLE ONLY WHEN NO OTHER OFFENSE IS INVOLVED	
(14) VANDALISM	1. Graffiti 2. Personal Property 3. School Property	1. <$300 2. >$300
(15) VEHICLE THEFT	1. Theft of Vehicle 2. Theft from Vehicle	1. <$300 2. >$300
(16) WEAPONS	1. Firearm 2. Other Weapon	1. Injury
(17) OTHER (Please Specify)		

Source: Hammond, C. Tallahassee: Florida Department of Education, 1992.

Appendix C

SAMPLE PARENT AND STUDENT DISCIPLINE CONTRACT

I am a student at _____ School. I have read the rules, policies, and regulations of the school or have had them explained to me. I agree to abide by them.

Signed_____ Date _____

My child, _____, and I have read and discussed the rules, regulations, educational policy, student conduct and dress codes, discipline policy, attendance policy, and homework policy at _____ School.

I agree to encourage my child to follow these rules and policies and undertake to become personally involved in my child's education.

Signed_____ Date _____

Signed_____ Date _____

Address _____

_____

Phone number_____

Source: George Washington Sr. High School, Los Angeles, California, 1992.

Appendix D

PRINCIPALS' EMERGENCY CHECKLIST

_____**1. Conduct an immediate assessment.**
- a. Confirm and ascertain the type of incident.
- b. Obtain essential information (what happened, who was involved, what did witnesses see, how was the incident started, etc.).

_____**2. Summon help.**
- a. Call 911. Have someone stay on the line with 911 operator.
- b. Have someone else notify school district emergency notification point and Public Information Officer.
- c. Implement site and district crisis management plans.
- d. Gather school staff available for emergency duties.
- e. Direct non-essential staff to a safe area.

_____**3. Sound warning to school staff.**
- a. Use emergency warning and condition signals (entire site).
- b. Employ immediate sheltering actions for those exposed to danger
- c. Ensure that all others are
  sheltered in place or
  moved to a safer location if it is safe to do so.
- d. Signal instructions.

_____**4. Lock down building, secure areas, monitor situation**
- a. Lock exterior doors.
- b. Lock interior doors where possible.
- c. Assign staff to secure specified and pre-arranged areas; monitor conditions.
- d. Recognize need and be ready for contingencies.

_____**5. Wait for police.**
- a. Keep responding units updated on situation via 911.
- b. Assemble witnesses and victims.
- c. Suggest possible areas for staging, command post, emergency medical services, etc.
- d. Gather key information for law enforcement.
- e. Maintain event and status log.

_____**6. Stabilize elements of situation if safe to do so.**
- a. Care for injured (ensuring safety for those assisting).
- b. Give ancillary staff instructions.
- c. Protect crime scene, evidence.

_____**7. Work with police to resolve situation.**
- a. Stay at command post, supporting incident commander.
- b. Provide information, including
  incident-specific knowledge,
  site background and resources, and
  special staff resources, abilities, training, etc.

c. Coordinate school response.
   on-site
   off-site (staging areas, hospitals, etc.)
   district

_____**8. Signal "All clear."**
   a. See that emergency medical care is provided.
   b. Account for all students and staff
      on-site or
      at hospital or other off-site locations.
   c. Notify parents/guardians.
   d. Support law enforcement follow-up activities.
   e. Debrief staff.
   f. Arrange for site security if necessary.
   g. Work with specialists.
      Emergency medical/hospitals
      District crisis intervention team
      Public information officer
      Facilities clean up and repair support

_____**9. Initiate recovery and follow-up activities.**
   a. Brief staff and provide (access to) support.
   b. Plan for resumption of school ("next day" plan).
   c. Arrange for physical plant clean-up and repair.
   d. Begin long-term recovery planning.

Adapted from: *School Campus Critical Incident/Violence Action Plan*. North Miami Senior High School.

Appendix E

TEACHERS' EMERGENCY PROCEDURES

1. **Immediate recognition and assessment**
   a. Warning signals, codes, information from office or others

      Signal/Condition A - Staff alert for intruder positions in hall, report sightings
      Signal/Condition B - Lock doors, secure building, secure rooms (lockdown), await instructions
      Signal/Condition C - Take immediate sheltering actions; violence has erupted
      Signal/Condition D - Emergency over, all clear, stay put, await instructions

   b. Direct observation or knowledge of conditions—look, listen, etc.
   c. Report significant information to office
   d. Be alert to conditions and threat source

2. **Immediate sheltering actions**
   a. Lock door(s).
   Do not chain or barricade.
   Do not lock out those needing shelter.
   b. Shelter in place.
      Use basic duck and cover techniques: lie flat, face down, on floor; cover head, get under tables/desks if possible.
      In classrooms, stay away from windows, doors, and outer walls; watch for shattered glass.
      In other areas and on buses, use basic duck and cover techniques
      In open areas, use objects immediately available in the open (trees, bushes, walls, etc.) for shelter; lie down, stay motionless.
   c. Move to shelter in different place if it is safe to do so. If current location is judged too dangerous, move to possible alternate locations:
      in hallway or
      in other rooms or areas in the building.
   d. Evacuate the building (different from fire or bomb threat)
      Use a safe, clear, secure route.
      Identify an assembly point.
      Be ready to seek immediate cover.

3. **Other immediate action**
   a. Care for injured, but do not expose yourself to danger.
   b. Close drapes/curtains/blinds ONLY if safe to do so.
   c. Turn out lights if it is safe to do so.
   d. Be ready to move instantly (know possible evacuation routes, including windows).
   e. Have an accurate account of children (take class record book with you if the class is evacuated).
   f. If possible, report status or significant changes to office/incident command post.

4. **Actions during resolution of emergency**
   a. Care for students.
      Deal with panic/hysteria/stress reactions.
      Provide psychological first aid.
      Provide for needs of handicapped students.

b. Follow instructions of police and principal. (Police are in charge; principal and other staff support their efforts.)
   Be prepared for police to suddenly appear.
   Be ready to move, follow special instructions.
c. If you and your students are taken hostage
   Stay calm. Don't be a hero.
   Follow instructions of captor.
   Cooperate, be friendly if possible; don't argue with or antagonize captor or other hostages.
   Inform captors of medical or other needs.
   Be prepared to wait; elapsed time is a good sign.
   Don't try to escape; don't try to resolve situation by force.
   Be observant and remember everything you see or hear.
   If a rescue takes place, lie on the floor and await instructions from rescuers.
d. Be prepared for the unexpected; think of possible courses of action for various contingencies.

5. Actions to take following the "all clear" signal

a. Check yourself and your students for injuries.
b. Account for all students. Stay put and wait for instructions.
c. As accurate information becomes available, explain to students what has happened and what will happen next. Allow them to ask questions, express feelings, etc.
d. Monitor children who were directly involved or direct witnesses and identify them for police investigators.
e. Preserve any physical evidence (don't touch if possible) and notify police about it.
f. Stay with your students until they are reunited with their parents.
   Debrief officials and receive instructions for recovery/follow-up activities.
   Take advantage of personal support services.
   Go off duty—take care of yourself.

Adapted from: *School Campus Critical Incident/Violence Action Plan*. North Miami Senior High School.

Appendix F

ACTION PLANS FOR SPECIFIC SCHOOL EMERGENCIES

In addition to having a general plan for dealing with violent emergencies, it can be useful for schools to develop strategies for coping with specific crises which could arise on the school campus. School safety committees can develop clearly defined responses for such contingencies and hand them out to all staff and faculty members. Staff and faculty should review and update such plans annually.

CIVIL DISTURBANCE

1. Encourage teachers and staff to be sensitive to the emotional climate of the campus and attempt to defuse any tensions prior to eruption of problems.
2. Notify on-site law enforcement of the disturbance and meet at a pre-designated site to evaluate the situation.
3. Have on-site law enforcement evaluate and call law enforcement agency for any necessary resources such as back-up help, emergency medical help, etc.
4. Activate needed emergency plans, which may include:
   a. Instructing office staff to man communications and initiate lockdown orders.
   b. Notifying transportation to bring appropriate numbers of buses for evacuation or transportation.
   c. Assigning staff to a temporary detention facility, such as a gymnasium, to secure students and log information.
   d. Direct teachers to initiate lockdown and immobilize the campus.
   e. Brief a representative to meet the media.
   f. Assign staff to man a pre-designated medical treatment/triage facility.
5. Notify guidance counselor(s).
6. Convey information at debriefing.

STAFF ASSAULT/BATTERY

1. Notify principal or designee.
2. Notify law enforcement.
3. Secure medical assistance as needed.
4. Identify assailant(s) and victim(s). Isolate assailants in predetermined location.
5. Report incident/injuries to district office.
6. Notify guidance office to address students' counseling needs.
7. Have a replacement ready for teacher victim's classes.
8. Meet with faculty and staff if necessary to defuse rumors.

STUDENT WITH A WEAPON

1. Do not confront the student.
2. Notify law enforcement and district office at once.
3. Identify the student, the student's location, and location of the weapon.
4. Have the on-site law enforcement officer or designee determine the level of threat:

If the level of threat is HIGH:
call for back-up
attempt to get the weapon from the student through negotiation
take appropriate law enforcement action

If the level of threat is LOW:
call the student to the office
have law enforcement officer take appropriate action

UNAUTHORIZED PERSON ON CAMPUS

1. Post permanent signs affixed at all parking area entrances directing visitors to the office.
2. Post signs at campus building entrances instructing visitors to obtain a visitor ID badge at the front office.
3. Ask staff and faculty to question/challenge unauthorized persons (and students without passes) on campus.
4. Determine whether the person is a legitimate visitor or a threat to campus safety.
5. Escort legitimate visitors to the office to sign in and obtain a badge.
6. If a person on campus is suspected of posing a threat, have faculty or staff attempt to VOLUNTARILY escort the person to the front office. Notify or have a designee notify immediately the law enforcement officer on campus.
7. If a hostile confrontation is imminent, direct teachers to call the front office and notify law enforcement either on campus or by calling 911.
9. Instruct teachers not to engage in a violent confrontation; they should take every other step to ensure their safety and that of their students.
10. Instruct students, faculty, and staff to report any armed persons immediately.

Adapted from: *School Campus Critical Incident/Violence Action Plan*. North Miami Senior High School.

Appendix G

SAMPLE LAW DEALING WITH SUSPENSION AND OTHER SCHOOL DISCIPLINE ISSUES

Enacted by the Legislature of Florida July 1, 1992

Section 1. Subsection (2) of section 232.26, Florida Statutes, is amended to read:
232.26 Authority of principal.—
(2) Suspension proceedings, pursuant to rules promulgated by the State Board of Education, may be initiated against any pupil enrolled as a student who is formally charged with a felony, or with a delinquent act which would be a felony if committed by an adult, by a proper prosecuting attorney for an incident which allegedly occurred on property other than public school property, if that incident is shown, in an administrative hearing with notice provided to the parents or legal guardian or custodian of such pupil by the principal of the school pursuant to rules promulgate by the State Board of Education and to rules developed pursuant to 9.231.085, to have an adverse impact on the educational program, discipline, or welfare in the school in which the student is enrolled.

Any pupil who is suspended as the result of such proceedings may be suspended from all classes of instruction on public school grounds during regular classroom hours for a period of time, which may exceed ten days, as determined by the superintendent. Such suspension on shall not affect the delivery of educational services to the pupil, and the pupil shall be immediately enrolled in a daytime alternative education program. If the pupil is not subsequently adjudicated delinquent or found guilty, the suspension shall be terminated immediately.

If the pupil is found guilty of a felony, the superintendent shall have the authority to determine if a recommendation for expulsion shall be made to the school board; however, such suspension or expulsion shall not affect the delivery of educational services to the pupil in any residential or nonresidential program outside the public school. Any pupil who is subject to discipline or expulsion for unlawful possession or use of any substance controlled under chapter 891 shall be entitled to a waiver of the discipline or expulsion:

(a) If he divulges information leading to the arrest and conviction of the person who supplied such controlled substance to him, or if he voluntarily discloses his unlawful possession of such controlled substance prior to his arrest. Any information divulged which leads to such arrest and conviction is not admissible in evidence in a subsequent criminal trial against the pupil divulging such information.

(b) If the pupil commits himself, or is referred by the court in lieu of sentence, to a state-licensed drug abuse program and successfully completes the program.

Appendix H

FLORIDA DEPARTMENT OF EDUCATION
SAFE SCHOOLS, SAFE COMMUNITIES

ACTION PLAN

The Department of Education, in conjunction with law enforcement and other agencies, will implement a comprehensive plan of action know as *Safe Schools, Safe Communities*. The action plan will focus on activities that enhance local educational and law enforcement partnerships and will assist schools and districts as they begin to implement Goal 5 of the *Blueprint 2000* legislation. Many of the activities encourage intra- and interagency program and resource coordination at state and local levels.

Build Public Awareness and Involvement

Distribute "Safe Schools, Safe Communities" brochure (February-June, 1993)
Provide resources, assistance, and training to school advisory councils as they implement Goal 5 (February-ongoing)
Form partnerships with other agencies, including the Florida Department of Law Enforcement (FDLE) and Attorney General's office to identify local model programs and facilitate replication (February-ongoing)
Promote the involvement of youth groups in preventing school crime and violence (ongoing)

Facilitate Local Partnerships

Identify impediments that interfere with interagency partnerships and information sharing
Promote collaborative agreements among local agencies for prevention strategies and joint programs
Recognize local model education/law enforcement partnerships (March-June, 1993)

Implement Uniform Statewide Data Collection System

Develop uniform statewide reporting system for collection of data on incidents of violence in each school with FDLE, Attorney General's office and Education Coalition (May, 1993)
Finalize school violence definitions with FDLE, Attorney General's office and Education Coalition (February, 1993)
Recommend data collection procedure to Coalition (March, 1993)
Assist districts with implementing and reporting data (April-September, 1993)
Conduct Florida Youth Risk Behavior Survey (1993)
Identify participating schools/classes (March, 1993)
Assist schools with administering survey (April, 1993)
Evaluate results (May-October, 1993)
Produce and distribute report (November, 1993)

Provide Interagency Training to Reduce School Violence

Attorney General's Florida Crime Prevention Training Institutes (FCPTI): Educators and law enforcement representatives—School Resource Officer Program (February-August, 1993)

HRS: Spring workshop on juvenile crime (April, 1993)

CDC/Prevention Center-sponsored "Saving Florida's Youth" workshops (January-March, 193)

HRS/DOE: Statewide Prevention Conference Inner-City workshop (April, 1993)

DOE: School Improvement Team training and updates (February-ongoing)

Provide Technical Assistance to Schools Provide and Communities

Distribute *Hot Topics* publications (February - June, 1993), including:

Reducing School Violence in Florida

Alternatives to Suspension

Learning By Serving: Service Learning and other School-Based Community Service Programs

Establish school safety review procedures in cooperation with law enforcement (February-May, 1993)

Design security review checklist for schools (June, 1993)

Contract to create a DARE training education coordinator (coordinating FDLE and DOE activities) (February-September, 1993)

Provide Research and Best Practices through Statewide Clearinghouse

Coordinate DOE and Attorney General's office clearinghouse activities (February-June, 1993)

Request district policies and codes of student conduct (January-March, 1993)

Identify model curricula, policies and practices (e.g., Youth Crime Watch, Varsity Patrols, peer mediation and conflict resolution) (February-June, 1993)

Establish data bank of research and resources (May, 1993)

Identify relevant legislation from other states through Attorney General's office and FDLE

Advertise services and make them accessible to all schools, law enforcement, and other agencies

Improve School Safety Through Facility Design

Develop and distribute school safety design for school facility planners and maintenance directors

Incorporate crime prevention techniques in the State Board Rule

Increase public awareness of school facility safety violations through School Board approval of reports

Develop State Policy and Legislation

Develop a unified state proposal on school safety and issues related to juvenile crime in collaboration with law enforcement and other agencies for 1994 (February-December, 1993)

Expand Full Service Schools Law to enhance local partnerships with law enforcement (February, 1993)

Establish "Weapons-Free School Zones" (February-ongoing)

Support prevention education activities as part of FDLE's Florida Violent Crime Act of 1993 (February, 1993)
Expand Prevention Center activities in the area of violence prevention (February, 1993)
Provide incentives for schools using alternatives to out-of-school suspension
Propose legislation toward credit for teacher training in the areas of exceptional student education, drug abuse, child abuse and neglect, strategies in teaching limited English-proficient students, strategies in dropout prevention, or training in the areas identified in *Blueprint 2000* (February, 1993)

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